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ABSTRACT

This sourcebook contains a collection of articles on educational topics and is designed to be used as a resource for inservice teacher programs at the secondary level. The first section is devoted to curriculum theory and contains writings on the theoretical underpinnings and relevant background for practical work with students. Inservice is the subject of the second section and the writers expand on the idea that inservice should be understood as a process whereby teachers come together to pursue personal and professional growth needs as competent individuals. The third section presents programs that teachers have developed to better meet the needs of their students. The fourth section is comprised of teachers' essays about ways in which they have developed innovative classroom practices. (JD)

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sourcebook

for the Worcester South High Community School

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sourcebook

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Afterword

The publication of the Sourcebook acknowledges the termination of the UMass/Worcester Teacher Corps Projects, Cycles 9 and 11. For three years, we have tried to work together for the improvement of instruction and climate at South High School and for the opening of the new South High Community School. In the course of those years, many ideas were exchanged, many projects begun, many frustrations shared, and many successes enjoyed.

The Sourcebook is our testimony to you, the teachers of the new South High Community School. We hope you will refer to its contents in the course of your professional lives and find it useful. We also hope that in so doing, you will think of us. We wish you well in your adventure at the new school.

The Teacher Corps Staff

Forward

Writing this foreword is a bittersweet moment for us. The three years of this UMass/Worcester Teacher Corps Project are ending, and we are sorry that there is no more time. However, we feel that this Sourcebook is a symbol of the Project's accomplishments, and we feel lucky to be able to write the foreword for such a venture. This book and the other successes of the Project have not come easy. Over the three years, there have been a number of difficulties that we have faced.

First, there has been the large body of research that states that inservice projects just don't work in secondary schools, that secondary teachers are too tied to their disciplines and traditional ways of doing things to be open and change. The fact that much of this book is teachers writing about responsible, innovative curricula that meets the needs of students and that another large portion documents the ways teachers came together to work on notions like changing teacher and student roles and the professional life of teaching is proof that there are numbers of teachers in every secondary school that are doing a good job under difficult conditions, have a good deal of energy and commitment to improving the lives of children, and accept the offer of collaboration with others without the defensiveness usually ascribed to them.

Second, there has been a great deal written about inservice programs which says that one of the major difficulties in inservice programs is that the university and the school system aren't able to mutually adapt to one another's needs and norms. While Worcester and the University have had their differences over three years, we believe that this Project has been marked by a high degree of collaboration and sharing. Once again, the contributions to this Sourcebook are symbolic of the range of school system and university input that has gone into the success of the Project. Moreover, both the University's approach to inservice and Worcester's approach to staff development have reflected the process of mutual adaptation in that they have changed over three years of system interaction and learning about each other.

Third, the Project has had to operate even though both the school system and the University were experiencing some difficulty in supporting it fully. For a variety of reasons, the staff for the new high school was not appointed by the system until this year. The uncertainty of the staff selection process made the staff training process difficult and, at times, irrelevant. The University, even though its stated commitment has been to inservice projects, often made the translation of good inservice theory into practice very difficult because its policies and procedures are geared to on-campus academic pursuits which are not always similar to

off-campus study and professional development. Despite these obstacles, there is much for the Project to be proud about; and this book is just one of those accomplishments.

The four sections of this Sourcebook span what have been the important foci of the Project. The first section deals with curriculum theory. The assumption that all teachers are interested in from inservice is a thousand helpful hints for what to do in class on Monday morning is not true. All the people who worked in the Project over the three years believe that good theory forms good practice and vice versa. Thus, it is fitting that this Sourcebook deals first with a section that presents the kind of theoretical underpinnings that will be effective, relevant background for practical work with students. The second section deals with an expanded notion of inservice. Too often, inservice gets seen as a way of remediating teachers who need to be "fixed" in some way before they can be let back in the classroom with children. This second section documents a different notion which suggests that inservice should be understood as a process whereby teachers come together to pursue personal and professional growth needs as competent individuals. Moreover, this growth can be supported most fully if the school as institution is willing to grow in ways that are analogous to the growth of the individuals within it. The third section presents programs that teachers have developed to better meet the needs of students. The fourth section is comprised of teachers writing about ways in which they have developed innovative classroom practices that once again, better meet the needs of children. We feel that these two sections are, perhaps, the most important of this Sourcebook. The represent good practice that is informed by much of the theory that begins the book. They embody the expanded notion of inservice in which competent professionals collaborate on responsible and responsive school and classroom change that better meets the needs of children and cuts down on the isolation and stagnation that often marks the professional lives of teachers. Moreover, and perhaps most important, they represent effective models of responses to a changing educational environment. The new building, the notion of a community high school, and the changing nature of the student population are all changes that will need to be dealt with in the coming year. These two sections are more than just a start in the right direction.

In closing, there are two things that we would like to mention. The first is to repeat that this Sourcebook is characterized by collaboration of university and school system and by a high degree of teacher participation, both necessary for an effective inservice project. The second is that we hope that this book will be seen as a sourcebook, not as revealed truth. There is an old aphorism that has had some recent use in education--if you give a person a fish, she/he will eat for a day; if you teach her/him to fish, she/he will eat for a lifetime. We hope that this Sourcebook will be something for educators to use as they pursue their own professional and personal growth with others in an exciting educational environment.

section 1
designing curriculum

In this section of the Sourcebook, people who are involved in thinking about the theorectical underpinnings of curriculum development present their ideas for your consideration and use. Professor Klaus Schultz, an eminent Piagetian scholar, discusses the applications of Piaget to secondary school curriculum. Professor Lynne Miller describes an approach to building curriculum based on three learning modalities. This is followed by a discussion of multicultural education by former Teacher Corps staffer Carlton Brown. Professor Jack Hruska engages us in an inquiry into the new roles that adolescents take in our culture. Then, Ms. Martha Boto and Ms. Sally Bowditch of the South High School emphasize the importance of integrating the teaching of reading into the content areas curriculum. Dorothy Pilkington of the Teacher Corps staff writes of her work with community and parent groups in which she developed curriculum which provides access to schools. Finally, Professor RD Jackson develops a very personal perspective on Special Education and its impact on secondary schools and teachers.

None of the people contributing to this section write from an "ivory tower" perspective. All of our authors have been involved with the teachers of South High School in very special ways over the past three years. It is our hope that some of the information and ideas we've shared together will be of use in thinking about the process of education at the South High Community School.

Piagetian Notions Underlying the Secondary Curriculum

Klaus Schultz

From the outset, let it be stated that Jean Piaget has written very little specifically about educational practice during his long and prolific career. Furthermore, almost all his experimental studies have been with children younger than high school age. So, one might conclude there is not much to say about the subject of this essay. On the other hand, the great contribution of Piaget to the study of human intelligence lies not only in the myriad experiments describing specific children's responses to specific task situations, but in his theoretical/epistemological writings. In that work, he attempts to tie together logically and philosophically the individual studies, and to extend and generalize the conclusions to all of human development and learning.

Much of the work of Piaget during the first half of his career was concerned with the identification and description of the several qualitatively different stages or periods of mental growth. For our purposes, the relevant ones are the period of concrete operations and the period of formal operations. (The latter, according to Piaget, is characterized by ways of thinking similar to those of adults.) For most young people, the transition from concrete to formal operational thinking ability is supposed to occur somewhere between 11 and 15 years of age. Even if this were correct (and some researchers have cast doubts on it), it would represent the time of onset of the potential for formal operational thinking, not of its habitual use or of its successful use in a specific test situation.

In the last few years, a number of studies have shown that, on specific tests, no more than 25% of high schoolers perform in formal operational ways. (It should be noted that, in these tests, attention is focused not on the correctness of the answer, but on the type of logic used in explaining the answer.) One implication of these studies is: most teaching at the high school level is carried out assuming all students to be formal operational--to think in terms of abstractions (verbal and symbolic) and to be able to think hypothetically. But most students are rooted firmly in concrete operations, and are quite unable to assimilate the abstractions they are taught. Thus, there can be a serious mismatch between the style of teaching and the students' learning modes; the teaching can quite literally be "over their heads", not because the students are stupid or obstreperous, but because their minds have not had the opportunity to develop the structures necessary to assimilate the abstractions. Piaget's studies suggest that a certain amount of time, and a great deal of experience, are necessary in the concrete operational mode before a successful transition can be made to formal operational thought. Unfortunately, our elementary and middle schools do not give nearly enough time to these necessary concrete experiences, leaving many students stranded when they arrive in high school.

A note of caution is necessary about this. The studies which claim that only a minority of high schoolers are formal operational have been done by science educators, using tests with a science content. It is well known that youngsters can be at different levels of development in different content areas, depending on their familiarity with the subject and on their attitude toward it. Although the problems and tasks used on the tests do not require knowledge of specific science facts for successful solution, it is quite possible that students who are diagnosed as concrete operational on these tests can be thinking formal operationally in other areas of their learning and life.

On the other hand, one may argue that a student's theoretical potential is not very relevant in a school situation. What is more relevant is his/her ability to use formal operational thinking in learning. The curriculum, in science as well as in other fields, should be organized so that students can be individually diagnosed as being concrete operational or formal operational, or in transition between the two. Then the style of teaching, as well as the topics covered, can be adjusted accordingly.

There is a danger here of returning to the bad aspects of tracking, of too readily labeling students as "developmentally retarded". I suggest that the diagnosis be made informally in the classroom, and that adjustments in the curriculum be made in the spirit of individualization of instruction. Teachers need to be aware that a new variable exists to account for the variety of student performance, and that it is not "brightness" (which in any case they can't do anything about). Being slower to develop does not mean being less intelligent; we all know this from examples of infants who were slow starting to speak, but who, once they began, haven't stopped talking.

Since the great majority of high school students are maturationally able to make the transition to formal thinking, a small amount of judiciously chosen experience can have a major impact on their thinking abilities. In the view of many educators with a Piagetian outlook, one of the important goals of schooling is to help students develop fully their mental capacities, which among other things means ensuring that they can (and habitually do) use formal operational modes of thinking and of solving problems--not only science problems in the classroom but also real problems in life. While it may not take formal operational thinking to balance a checkbook (a much mentioned minimum life skill), many other important decisions and skills do depend on formal thinking, especially in the political and social spheres.

In the realm of science, these matters are addressed in a set of materials, "Science Teaching and the Development of Reasoning", (Lawrence Hall of Science, University of California, Berkeley, CA 94720). Extensions to other areas of teaching can be made using the information in these materials. Certainly, the development of logical ways of thinking ought not to be the sole province of science courses--

just as, conversely, science courses ought not to stress only logical thought.

Aside from some essays, the only published work of Piaget specifically on education is To Understand Is To Invent, (Viking Press, 1973). As the title suggests, Piaget's central point in this book is that the only knowledge one really knows is that which one invents, that the important knowledge about the world about us, of things and of people, is that which we construct from our experience; furthermore, that this experience cannot be structured for us, but that each of us has to be the planner as well as the interpreter of the experiences from which we learn. Piaget's plea is for education which allows and encourages students to find out for themselves, and to learn how to learn. In science, this clearly implies exploration and experimentation, but should it not also in other fields? Perhaps the process of finding out for oneself is just as valuable in interpreting a poem, or designing and building an armchair.

This should not be considered an endorsement of "discovery" learning, in which the student's task is to "discover" the answer or conclusion which I, the teacher, have in mind, or on which the "authorities" agree. That kind of learning surely has its place in the curriculum, but it is not what Piaget is talking about. Piaget is talking about helping students become people who can learn on their own, which implies that they may learn something different from what we expected. His point, I believe, is that the best way to do that is to give them many opportunities to learn, with maximum autonomy and with as much teacher guidance as necessary to help propel them along their own individual learning paths.

This last point holds implications not only for the content of the curriculum (that it should be determined as much as possible by student experiences and interests), and also not only for the style of learning and teaching; it also holds implications for the testing of students. For what is the point of encouraging students to learn how to learn, to construct their own knowledge, if at accountability time they will be sorted and rewarded only according to how well they have learned the facts which the teacher or test designer deems to be important and correct? Students are pretty astute at this sort of thing, and they soon figure out what the real game is. In the spirit of To Understand Is To Invent, the idea in evaluating students is not to measure how many culturally transmitted facts they remember at test time, but to see how successfully--and also how--they cope with a new and unfamiliar learning situation. That may be an experiment, or a word problem, or a design project, a new poem, an essay, or a simulation game.

To be sure, there is survival value and importance in learning certain basic facts and connections upon which our (multi-) culture rests. But studies at the college level indicate that between 70% and 80% of the facts students learn are forgotten within one year, and the situation is surely no better at the high school level. So there is really no point

in having students learn all those facts, unless we can be sure that they will find immediate and continuing uses for them--in which case, of course, the learning takes place automatically and with no effort, precisely because continuous feedback from the real world ensures learning.

Many teachers know all this instinctively and from their own experience (even if they don't articulate it), and structure their teaching and evaluating of students accordingly. The implications derived from Piaget's work are eminently reasonable, and sensitive teachers have always "known" them. In that sense, Piaget's contribution has been to provide a firm experimental basis for these insights, and to provide a degree of clarity for the issues underlying the choice of curriculum and of teaching style. But even the most aware of teachers needs to be constantly on guard against the fact mongers, who would reduce all learning to simple and easy-to-measure factual content, and reduce all evaluation to the multiple-choice test. Surely education has a higher purpose than that.

Learning Modes Approach to Curriculum

Lynne Miller

Our best scientific knowledge tells us that human beings take in new information through three perceptual channels. These channels are referred to as learning modalities or learning modes. The three modes are: (1) visual, (2) auditory, and (3) kinesthetic. Each of us tends to develop and favor one mode over the other two. This favored mode is the channel through which we process data most effectively. Many students who seem slow to comprehend secondary level curricula may, in fact, be asked to process the subject matter through their least developed modality. In designing secondary curriculum, then, it is essential to allow for perceptual processing to occur through more than one modality. That is, the teacher must develop a variety of ways to present material to a classroom of students, many of whom do not process information best in the way that the teacher usually presents it. The rule of thumb for using the learning modes approach is: Teach to the Strength; Review to the Weakness.

In the section that follows, each modality is described more fully.

The Visual Mode

The visual mode is probably the one most used in school learning, particularly in reading. Successful school learners are usually visual learners. Most teachers, having had some measure of success in school, tend to be visual learners. It is common practice to teach the way one learns, so visual learners are often "winners" in school.

The strong visual learner:[1]

shows these strengths	shows these weaknesses
good sight vocabulary	difficulty with oral directions
rapid reading skills	asks "what are we supposed to do?" after oral instructions are given
can skim in reading	appears confused when a great deal of auditory stimuli is present
reads well from picture clues	has difficulty discriminating between words with similar sounds
follows visual diagrams and visual instructions	
scores well on group tests	
performs well non-verbally	

The visual learner needs instruction which emphasizes sight vocabulary and configuration and context clues and de-emphasizes phonetic analysis. In other areas, this learner needs to see examples of functions. In general, the visual learner should have written instructions to accompany oral directions and should be paired with a student with a preferred auditory mode.

The Auditory Mode

The auditory mode is less stressed in schools than the visual. Unsuccessful school learners are very often students with average and above-average abilities who have difficulty in processing the visual stimuli that dominates in school through textbooks, blackboard exercises, worksheets, and maps, globes, and diagramatic representations.

The strong auditory learner:[2]

shows these strengths	shows these weaknesses
follows oral directions very easily	loses place in visual activities
does well in tasks requiring phonetic analysis	reads word by word
appears brighter than tests indicate	reverses words when reading
sequences speech sounds with facility	makes visual discrimination errors
performs well verbally	has difficulty with written work; poor motor skill
	has difficulty copying from the blackboard

The auditory learner needs instruction which stresses phonetic analysis in reading and de-emphasizes sight vocabularly or fast reading. The student should be encouraged to use a marker or his/her finger to keep place in reading--even on the high school level. Audio tapes should be available and students should have the opportunity to be tested orally. All cognitive processes and operations should be explained verbally as well as demonstrated. Generally, the auditory learner should be given worksheets with large unhampered areas and should be provided with opportunities for verbal rather than written responses.

The Kinesthetic Learner

Of the three learning modes, the kinesthetic is least used in school. As a result, kinesthetic learners are often the least successful and are often labeled as discipline problems or slow learners.

The strong kinesthetic learner:[3]

shows these strengths	shows these weaknesses
good fine and gross motor balance exhibits good rhythmic movements demonstrates neat handwriting skills manipulates puzzles and other materials well identifies and matches objects easily	depends on a "guiding modality" or preferred modality since kinesthetic is usually a secondary modality indicating a weakness in either the visual or auditory mode

The kinesthetic learner needs instruction which stresses the shape and structure of words, uses configuration clues and de-emphasizes phonics and sight reading. Often, these learners do best when they can touch and manipulate objects which represent abstractions that other students can understand through visual or auditory representations. Generally, these students have to get the "feel" of something before they can process it through their other senses.

There are many ways that teachers can use the three learning modalities in their classrooms. Either through techniques of individualizing instruction or different groupings of students, teachers can offer alternative approaches for reaching a common content learning goal. For instance, in addition to reading and recitation, lecture and discussion techniques, a teacher might consider:[4] tape recordings; filmstrips, films, cassettes; games; models; interviews; phonograph records, talking books; oral reports; performance of plays; role playing; staging a discussion, play, dance performance; peer teaching; taping a report; presenting a TV or radio play; classroom demonstrations; camera work; music; visiting institutions; arranging for speakers; surveys, public opinion polls; observations; volunteer activities; use of tables, graphs, charts, models, diagrams; use of computers and typewriters.

By using a wide variety of teaching methodologies, the teacher is creating a learning environment where each student's potential can be optimally developed. Rather than lowering standards, the learning mode approaches raises standards by making knowledge more accessible to more learners.

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[1]This information is provided most extensively in Maryland TV, Teaching Children with Special Needs, Teaching Manual, Maryland State Department of Education, 1973.

[2]Ibid.

[3]Ibid.

[4]This information is provided in the Lexington Teacher Training Project, Every Student Is Different: The High School, Lexington, MA, 1974.

Multicultural Education and Ethnic Studies: Definitions and Clarifications

Carlton Brown

Background

Multicultural education and ethnic studies are concepts with a long history in the United States. The philosophy of cultural pluralism constitutes the major basis for both multicultural education and ethnic studies. The philosophy of cultural pluralism can be traced back to the writings of John Dewey and Horace Kallen, both of whom were concerned about the enforced assimilation and deculturalization of the millions of Eastern and Southern European immigrants who had arrived in the United States around the turn of the century. Both Dewey and Kallen believed that the preservation of cultural pluralism was necessary for the maintenance of a truly democratic society and, in particular, would help maintain the rights and freedoms of these culturally different immigrant groups.

The philosophy of cultural pluralism was eventually overpowered by the powerful interests of the growing corporate industrial state. The new immigrants were subsequently seen as a threat to the social order, since their arrival was accompanied by an increase in violent labor conflicts and government corruption. Consequently, intensive efforts were mounted that forcibly and traumatically "Americanized" these immigrants into the mainstream of American society. The public schools, which by this time had become universal, tax-supported, free to the public, compulsory for all, played a major role in the process of aculturating the masses of immigrants.

During the past decade, as a result of racial, political and other social upheavals of the nineteen-sixties, the philosophy of cultural pluralism has undergone a strong revival. Conflicts over such issues as school desegregation, curricular relevance, cultural and ethnic content in school curricula, legal-democratic control over the schools and the causes of poverty have forcefully called attention to the inadequate state of education for minority children and to the conditions and racist practices that prevailed in most urban inner-city schools. Further, innumerable studies have revealed that there exists an ethnocentric, monocultural bias toward conformity to Anglo-American industrial values and behaviors in American schools, and that this bias has inflicted damage to the minds of both white and non-white children. More recently, white ethnic groups and women have pointed out the class-biased and sexist nature of American schools and added their voices to the growing demand that the schools recognize and properly adjust to the social and cultural differences among students.

Definitions

Out of this broadbased, essentially populist movement have evolved the concepts of multicultural educatior and ethnic studies and an updated conception of cultural pluralism. The National Coalition for Cultural Pluralism developed a definition of cultural pluralism that has become widely used:

Cultural pluralism is a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color, and in many cases with different languages. To achieve cultural pluralism, there must be unity with diversity. Each person must be aware of and secure in his (or her) own identity, and be willing to extend to others the same respect and rights that he (or she) expects to enjoy...

Ethnic studies grows from the philosophy of cultural pluralism and may be defined as "the scientific and humanistic study of the histories, cultures and experiences of the ethnic groups within a society (Banks, 1976)." The concept of ethnic studies concerns the examination of a wide variety of ethnic groups within an interdisciplinary, comparative framework that includes the social sciences, the humanities, all arts and media and the sciences. Ethnic content is not reserved for special days, occasions or courses, but pervades the entirety of the curriculum of a school throughout the school year. The purpose of ethnic studies is to help students to develop concepts, generalizations and theories which they can use to better understand a wide range of human behavior.

The development of multicultural education was strongly influenced by the growing realization that the persistent problems of racism, sexism, class bias and poverty could not be viewed separately as those of the affected subordinate groups, but must be seen as related phenomena that are tied to social structures and processes. As such, it can only be fully understood through a study of all groups--non-white groups, white groups, women, the handicapped, etc.--in the society. Multicultural education programs must also include dialogue and the opportunity to "practice" pluralistic democracy. A working definition of multicultural education is:

Multicultural education is an educational program which provides culturally pluralistic learning environments that properly match the academic and social needs of students. These needs may vary widely due to differences in the race, sex, ethnicity or social class background of the students. Multicultural education teaches students not only to respect and appreciate cultural diversity, but also to understand the historical, social, political, economic and psychological factors that have produced the contemporary conditions of inequality, domination and alienation. Multicultural education also fosters the ability of students to critically analyze and make intelligent, deliberative (or dialogical)

decisions about real-life problems and issues and help them develop a moral commitment and the necessary skills to help move the society toward greater equality and freedom, the eradication of degrading poverty and dehumanizing dependency and meaningful identity for all people.
(Adapted from B. H. Suzuki, 1977)

Given the universal nature of the problems that multicultural education proposes to address, it is clearly intended to be of value to all students, regardless of their ethnic background. It is also intended to pervade and transform every aspect of a school: the curriculum in all subject areas including math; industrial arts; home economics and physical education; the organization of the school; the goals of the school; community relations; the composition of the teaching, administrative, custodial and counseling staffs; the selection of pictures, posters and decor; and the selection or development of all curriculum materials.

Educational Assumptions of Multiculturalism

-- Education is a societal enculturation process largely carried out in schools.

-- The purpose of education is to provide students with skills in reading, writing, computing and social interaction.

-- Students needs to develop positive self-concepts, positive cultural identities and a respect for other cultural ways.

-- A curriculum design has aspects of process, product and content.

-- A curriculum design must reflect the natural interactive processes occurring in human social behavior.

-- The curriculum may be effectively organized with respect to the cultural context of the community.

-- The curriculum should be designed to eliminate ethnocentrism.

-- Education can be a reflective process.

-- Knowledge is defined and advanced in a number of ways, only one of which is academic and scientific.

-- All students are capable of higher order cognitive thinking.

Because education is at base a cultural process, and because education in the public schools of the United States is largely based on Anglo-Saxon and Anglo-American industrial values and behaviors, schools typically ignore the educational implications of the social, cultural and class context of many white and non-white students. The primary culture reinforced by the schools is that of the white American middle-class. To

rectify this form of institutional racism, multicultural education and/or ethnic studies can be implemented by reorganizing the school and its curriculum to meet the social and educational needs of non-white and lower class students and to respond favorably to the cultural context in which these students live.

Adolescent Culture and Curriculum

Jack Hruska

As educators, we are all deeply concerned about developing a response to the current crisis in adolescent culture. That culture is characterized by contradictions: the idealism and the cynicism, the rejection of authority and the emulation of idols, the striving for individualism and the rigid loyalty to peers, the abundance of energy in some situations and the lethargy and apathy in others. Exuberant gaiety, laughter, and euphoria make place for depressive gloom and melancholy. It is my view that much of that behavior can be attributed to the loss of identity that has accompanied the erosion of meaningful adolescent roles. Not knowing who they are or who they aren't or who they are becoming, adolescents exhibit seemingly incongruous behavior in search of clarity and meaning. They also lash out in frustration and anger, frequently randomly, at the society which has disowned them. Surely they are not living up to our expectations and, in that sense, they are disappointing us.

Perhaps the single greatest impediment to our thinking about altering the lifestyles of adolescents is that we impose upon ourselves parameters that exclude potential solutions. We formulate the problem as if it were one of finding the proper relationship between school and work, or preparation for work. Young adults are expected to go to school either to prepare for advanced schooling or to prepare for a job. Thus, secondary education has been polarized into academic education and vocational education, which disguises the fact that the academic program is blatantly vocational in that it paves the way for higher education which historically has led to a better job.

In spite of this tenaciously held idea that the only acceptable options for young adults are schooling or a job, there is mounting evidence that these alternatives are no longer viable. Must we once again parade the statistics on juvenile drug use, alcoholism, suicide, crime, vandalism, and physical assault to convince ourselves that mandatory secondary education isn't working? All five major commissioned studies of the high schools in the past seven years have concluded that the institution is desperately in need of major reform, and is, in fact, on the verge of collapse ("American Youth", 1972; Coleman et al., 1974; "The Emerging Reform Movement", 1974; "National Panel", 1974; "The Reform of Secondary Education", 1973).

As for the other alternative, a job, the increasing alienation of American workers can be seen in wildcat strikes, drug use, alcoholism, corporate dropouts, worker turnover and absenteeism, breakdowns in quality control, early retirement, and mental disorders. Are there still those among us who eat in fast-food restaurants, shop in the malls, buy gro-

ceries in the supermarkets, buy gas at the gas stations, and stay at the motel chains who sincerely believe that holding a job in one of these places could in some way meet the developmental needs of young adults?

Many argue that school or a part-time job is inadequate in itself, but claim that the solution lies in some combination of the two. But it strikes me as a quaint notion that integrating two factors, each lacking any merit in itself, will somehow produce something worthwhile.

The conclusion that seems most defensible at this time is that we should jettison the entrenched belief that the only setting available for young adolescents is schooling, jobs, or some combination thereof.

The Concept of Work--Not Jobs--As a Developmental Process

To create meaningful work roles for adolescents, we must use the distinction between work and labor; most present-day jobs are labor. Since Taylor's time and motion studies fifty years ago, our economic practice has been to make work structures a function of, and subordinate to, productivity of material goods. Work has been subdivided into isolated repetitive functions, easily learned and not requiring much intelligence or creativity. This excessive rationalization of production has transformed work into labor. The cumulative result has been a splendid capability for mass-producing cheap products of unlimited variety, while at the same time drastically reducing the proportion of the population that identified itself as farmers, craftsmen, mechanics, entreprenuers, and self-employed. Another way of saying it is that we eliminated careers and created jobs.

"Work" is a broader and denser term than "job". Purposeful work requires the exercise of insight, craft, intelligence, judgement, and style. It means an activity which one does to accomplish some goal and for the feeling of worth or belongingness or success or wholeness. It means that the worker has some control over working conditions and quality, and that he or she has a desire to engage in that activity. When work is done purely for money, we call it labor, or have a job. Most of the activities that people do to earn money are in fact jobs, and not work.

Paul Goodman (1956) urges the establishment of meaningful work, arguing that our society is "lacking in enough man's work", and "there get to be fewer jobs that are necessary or unquestionably useful; that require energy and draw on some of one's best capacities; and that can be done keeping one's honor and dignity." And further,

Right proportion requires reversing the goal in vocational guidance, from fitting the man to the machine and chopping him down to fit, to finding the opportunity in the economy that brings out the man and if you can't find such and opportunity, make it. This involves encouraging new small enterprises and unblocking and perhaps underwriting invention. Again, if at the present production is inhuman and stupid, it is that too few minds

are put to it: this can be remedied by giving the workman more voice in production and the kind of training to make that voice wise. (p.232)

Abraham Maslow (1965), the psychologist who developed the hierarchy of needs concept, also stressed the importance of a work role to human fulfillment:

This business of self-actualization via a commitment to an important job and to worthwhile work could also be said, then, to be the path of human happiness (by contrast with the direct attack or the direct search for happiness--happiness is an epiphenomenon, a by-product, something not to be sought directly but an indirect reward for virtue). The other way--of seeking for personal salvation--just doesn't work for anybody I have ever seen--that is the introspection, the full-time-in-a-cave all by one's self some place. This may work for people in India and Japan--I won't deny that--but I have never seen it work for anybody in all my experience in the United States. The only happy people I know are the ones who are working well at something they consider important. (p.6)

Edgar Friedenberg (1959) argued for providing more opportunities for the development of competencies:

But respect for competence in oneself and others is crucial in adolescence, for it is crucial to self-definition. In a world as empirical as ours, a youngster who does not know what he is good at will not be sure what he is good for, he must know what he can do in order to know who he is. (p.40)

While Friedenberg, writing in 1959, does not deal with the issues of jobs and work, he concludes his book with the plea for more attention to competencies. I strongly suspect that the self-definition he sought in competencies is more likely to be found in work than in jobs.

In summary, neither schooling nor the jobs available to young people will provide the environments needed for adolescent development. The better solution resides in the creation of work opportunities, using the term "work" in its fuller sense. Many, maybe most, of these work opportunities will not be available in the form of paid jobs in the private sector. That kind of work, where it once existed, has been reduced to jobs.

A Beginning

In the following pages, I offer twelve activities which may serve as a beginning. These activities are presented as samples of the kind of activities that incorporate notions of "work" into the secondary school curriculum.

1. Ecological projects. Every city, town, and crossroads has felt the impact of commercialism run amok. Need we spend much time listing the rivers, parks, fields, woods, ponds, and mountains that are in need of cleansing?

2. Aesthetic projects. We have badly neglected the opportunity to beautify our nation as we harvested, all too often wantonly, its resources. We now have the funds and the youth power to step back a moment from our productive pursuits to pay due attention to beautification.

3. Cultural events. Fifty students, say, could take six months off to produce two or three plays. They could make the props, play the parts, and perhaps even write the scripts. The same idea could be applied to music, dance, flower shows, art, etc. Local radio and TV stations, as well as local stage facilities, could be used.

4. News reporting. What town wouldn't gain by having a TV channel, radio station or newspaper operated by a group of adolescents? The intent would not be, of course, to compete with commercial producers, but to augment them by offering another perspective.

5. Laboratory projects. We could set up laboratories where inquisitive young scientists could experiment with ideas that interest them.

6. Human services. There is much evidence that, in this communication-blitzed nation, many people are suffering acute loneliness. Through the systematic segregation of the young, the ill, and the old, we have placed artificial barriers between people who are much in need of one another. Elderly people need the young, and the very young need the adolescents, and the ill and depressed need the healthy and the spirited. Compassionate and thoughtful people could readily devise schemes for brining these now-separated groups together for extended periods of time.

7. Arts and crafts. We need but provide space, materials, and legitimacy to get adolescents to spend endless hours working (in the best sense of the word) with wood, metals, leather, plastics, glass, rock, etc.

8. Construction. There is much need for building projects that our profit-oriented economy does not deliver. Children need playgrounds; the elderly need rooms remodeled. What better mixture of people and materials than a crew of six girls and boys between 12 and 19 years old or so helping an elderly couple turn an attic into a greenhouse?

9. Skill development. Adolescents crave mastery. What better way to spend the year from, say, 15 1/2 to 16 1/2 than learning electronics, or stereo repair, or carpentry, or small engine repair, or cookery, or cattle raising, or bike repair, or photogrphy? Such skill-oriented programs would have as their aim the growth and development of the young people involved, filling social, spiritual, and aesthetic needs as well as technical ones.

10. Academic sabbatical. One of the sheer joys of the academic profession is the sabbatical, an adult moratorium designed to enable and even encourage people to lose themselves in some self-selected project. We

can readily extend that concept to young scholars who might want to spend six months studying Black history, feminism, sailing, astronomy, or whatever.

11. Travel. The potential for enabling young people to spend several months in other towns, states, and countries is virtually unlimited. Why should a year abroad be restricted to the independently wealthy?

12. Operating a business. There are already projects all over the country in which young people organize and operate a business. This would provide the kind of experiences needed by so many of our young who currently spend incalcuable amounts of intelligence and energy in ripping off other people's businesses.

These twelve ideas are almost randomly selected. Any normal benevolent adult could quadruple the list in a matter of minutes. Once we extend our thinking beyond formal schooling and jobs as the only two appropriate options for young adults, we get a veritable galaxy of creative opportunities. Which ones are the best for a given group of young people at a given time is a function of local conditions. I extend to you an invitation to develop new and creative opportunities for adolescents in Worcester at the South High Community School.

Teaching Reading in the Content Areas

Sally Bowditch and Martha Boto

It is easy to find fault, if one has that disposition. There was once a man, who not being able to find any other fault with his coal, complained that there were too many prehistoric toads in it.

From Pudd'nhead Wilson's Calendar
by Mark Twain

If reading teachers were to have their way, the first 4-6 weeks of every year in every high school academic class would be spent familiarizing students with all the written materials of the course, as well as teaching them multiple strategies for efficiently graspong the written information required by the course curriculum. Time thus spent would save time and make time for more learning throughout the year. Most SAT reading passages are expository and narrative in type: a student who has learned to read increasingly difficult scientific, mathematical, literary, and social studies materials will be better prepared to score advantageously. The student who can't or won't read will make better use of those moments when there is little alternative but to read.

The following discussions are triggered by questions subject teachers might have concerning their students' reading ability, their textbooks' readability, their students' making maximal use of the course books, and the reading teacher as a useful resource and team member.

How can I determine the reading level of my text?

Unfortunately, one cannot assume that because a text is recommended in the curriculum for a particular grade that it is written on that particular reading level. Therefore, it is important to determine the "readability" of your text. In many cases, especially for newer materials, the publisher will provide readability levels. If such information is not available, there are several "readability formulas" based on a combination of sentence length, number of syllables per word, and vocabulary which have been published commercially for teachers' use. Four such formulas are the "Dale-Chall", the "Rudolph Flesch", the "Fog", and the "Smog". While it requires a bit of time to determine the reading levels of texts, it is not a difficult process and needs to be done only once for each regularly used text. Specific information on the various formulas is readily available in most libraries or in one of the reference materials listed in the bibliography of this report.

How can I determine whether or not my students can effectively read the text?

One method of determining this information is to match text readability

scores with individual reading levels of students. Standardized reading scores are usually available through the guidance department or through the reading teacher. If such scores are not available, it is possible to administer short or informal tests to determine basic comprehension levels. A particularly useful and easy test of this type is the "Botel Word Opposites" tests. This test provides basic information on the student's independent reading level or the level at which he can work on his own, on the instructional reading level, or the level at which he can work with help from the teacher, and on the frustrational level or the level on which he cannot succeed at all.

Using the text itself, it is possible to determine if the student can effectively read the book using the Bormuth Cloze Readability Procedure. Basically, this process involves selecting a representative passage from the text, omitting every fifth word, and asking the student to fill in the blanks appropriately using the context of the passage. More specific information on this procedure is discussed in Burmeister, Secondary Reading.

Another method using the text is to select representative passages of 250-500 words from the text, have the students read them silently, and ask 5-10 literal comprehension questions on what they have read. An overall score of 70% or better should indicate that the student can profit from his reading assignments.

How can I approach the text to assist students in using it effectively?

It is extremely useful to prepare a pre-test for your students to determine if they know how to locate the information they need. Questions should require the student to make use of the table of contents, the introduction, the index, the glossary, the appendices, and any other sources of information the text provides. If it is apparent that the student does not have the skills necessary to succeed on the pre-test, lessons and assignments can be provided to teach such skills.

It is also helpful to approach the first chapter or unit of the first chapter or unit of the text as a directed reading lesson or activity. Basically, this means leading the student carefully through the first unit in a systematic fashion. Discuss any previous assignments which relate to the upcoming assignment. Read through the chapter titles and subtitles to assess what the chapter will be about. Preview any new vocabulary or difficult concepts which will be presented in the text. Go over the questions at the end of the chapter so the students are aware of the information they are seeking. Silently or orally, have the students read, and then provide follow-up activities and discussion to reinforce what they have learned.

Habit is habit and not to be flung out of the window by any man, but coaxed downstairs a step at a time.

From Pudd'nhead Wilson's Calendar
by Mark Twain

How can I encourage students to continue to use their textbooks efficiently?

A student in command of an effective study technique has a lifetime power tool for learning. Purposeful reading requires a strategic approach. Several approaches to more efficient reading of social and physical science textbooks have proved successful. Three well-known approaches are as follows: SQ3R (Survey, Question, Read, Recite, Review); PAR$_4$ (Preview, Ask, Read, Record, ReThink, Review); PQ4R (Preview, Question, Read, Reflect, Recite, Review).

Vital to the success of any of these techniques is taking the students carefully and systematically through the steps of whichever one you choose--not just once, or twice, but as often as is necessary for the habit to form.

The first two stages of the above methods--Preview (Survey) and Question--seem particularly difficult for students to grasp, thus, close attention to students' success in these steps is most important. Included in the "Preview" step, for example, is being able to interpret graphic aids--charts, maps, diagrams. We as secondary teachers cannot assume that students come to our classes equipped with good information retrieval skills such as the use of the library, reading maps and graphs. Source books cited at the end of this report discuss the different study methods in good detail and include many activities for using each study step with different subject area textbooks.

Though as teachers we know that our students' opportunity for growth in vocabulary is an essential part of reading textbooks well, how many textbooks highlight this priority by treating new words at the beginning of a unit instead of at the end? Most source books for secondary teachers recommend teaching vocabulary through context whenever possible. Thomas Robinson's book includes many different and lively activities you might use to aid students in using contextual, as well as structural, clues for unlocking word meanings.

Few things are harder to put up with than the annoyance of a good example.

From Pudd'nhead Wilson's Calendar
by Mark Twain

What assistance can I get from the Reading Department?

Reading teachers have skills that make them helpful resources in secondary schools. First, as a member of any team whose goal is to improve

learning in the academic classroom, she/he can contribute suggestions about the readability of books, the reading abilities of students, individual differences, and efficient reading techniques. Secondly, she/he can help in the efficient selection of materials at various levels of difficulty for projects in each academic area. Thirdly, as a reading specialist, she/he is trained to give diagnostic reading tests to students suspected of having severe reading difficulties and to interpret the results with follow-up suggestions for your use. Finally, where reading skills mesh with different subject curricula, the reading teacher can be of help to you through giving demonstration lessons of specific skills, helping you plan such reading skill activities, and working with you in the classroom as a helper in the skill teaching process.

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Providing Community Access to Schools

Dorothy Pilkington

Community education is becoming a significant movement within the American educational scene. Presently there is a growing search for a meaningful definition of community education in order for American society to fully understand and appreciate its dynamic nature. Some of the current leaders in community education have defined it as follows:

Jack Minzey says community education...

...is a process that concerns itself with everything that affects the well-being of all the citizens within a given community. This definition extends the role of community education from one of the traditional concepts of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the development of facilities, programs, staff, and leadership toward the end of improving the entire community.[1]

Harold Moore believes community education...

...is a process by which people of all ages and interests attempt to bring resources and needs together for effective problem solving on their own behalf.[2]

Curt Van Voorhees states that community education...

...is that process which coordinates existing facilities, local talents, skills, and services to meet the needs and wants of people from all walks of life.[3]

But according to Donald Weaver, community education...

...is a theoretical construct--a way of viewing education in the community, a systematic way of looking at people and their problems.[4]

Some experts in the field of community education define the concept as a feeling:

Tom Mayhew perceives community education which...

...should provide those children, youth, adults, and senior adults with feelings of warmth, understanding, compassion, opportunity, friendship, concern, joy, freedom, achievement, union, beauty, hope, and pride.[5]

And with the same pattern of thought, Bill Hooks thinks community education...

...is people coming together to think...play...love...laugh...give...work ...just...be together; I'm OK, you're OK, we're OK.[6]

In recent years, community education has received national and state funding. When legislative or judicial actions promote citizen participation in the educational arena, the taxpayer can no longer feel isolated from the schools, but foster the advocacy movement. One example of federal funding from HEW which enourages community education is Teacher Corps. The community education component of each Teacher Corps Project is supposed to evolve to reflect the needs of citizens of the particular community. The people who have worked on this component in Worcester have felt that as a result of a gradual approach to involving people in the community, the community school concept does have a promising start at South High School as it was an effective means of brining some parents/citizens together educationally, socially, ideologically, and constructively. Much value has resulted from discussions among the involved people as they have assisted others with educational dilemmas, looked into volunteer programs at their children's feeder schools into SHS, become members of the Principal's Advisory Council, etc.

The South High Community Program brought administration, teachers, parents, and citizens together to educate one another about existing problems, to exchange views on education, to offer suggestions for a better line of communication between school and home, and to talk over community issues on a person-to-person basis. The more information parents and citizens receive and are able to relate to regarding educational issues/observations the more involved they become and are able to assist others to make wise judgements on school matters. However, this stage of interaction could not have been reached without the previous three years of planning and work by a wide variety of people. It is this planning and work that we would like to review briefly and comment upon in hopes of providing a useful framework and philosophy for community school activities in the future.

Highlights of Activities, First Year

One of the first steps that Project staff felt it was important to do was to establish a process of communication between Teacher Corps and the community. A publicity campaign was undertaken, and there was a television spot, radio program, and newspaper articles about the new program at South High School. Letters were sent home to parents, and there was an informational meeting planned to introduce parents to Teacher Corps and solicit their ideas as to how they might be interested in getting involved in the school. Local agencies were invited into the South High School Resource Room to begin a school community dialogue on how collaboration might work. Several seminars on relevant educational issues were held after school for teachers and parents.

In February 1976, Mrs. Louise Price was hired as a part-time community coordinator to assist the staff in developing the community component. Since Mrs. Price lived in Worcester and worked as a guidance aide at

South High School, she would be effective in interacting with parent groups and assist in strengthening the communication process between Teacher Corps and home.

On May 26, 1976, Mrs. Price's Home-School Communications Committee prepared and served a Spaghetti Supper for 170 members in the South High School Community. Its main purpose was to bring the community together, parents, teachers, students, in a social setting. It was hoped that such an event would bring teachers in contact with parents and vice versa who usually do not attend such events as "Know Your School Night", open houses, etc. Following the dinner, door prizes, etc., the Teacher Corps staff spoke briefly about the program and activities that have occurred. This event was the "so-called" ending for the first year in order for the staff to evaluate and plan for September 1976.

The staff for the Teacher Corps Community Component felt that these approaches and strategies for the first year made some strides toward effecting a better school-community relation and developing a better understanding between the many diverse groups and interests that constitute the school community.

Highlights of Activities, Second Year

The second year of the Community Component, Fall 1976, saw the community aspect of the project take on a new thrust. South High Community School must become a real part of the community. The school was going to open its doors for educational experiences in the Resource Room for all learners in the community. Dorothy Pilkington became the Community-Based Instructor, Mrs. Louise Price was the Community Coordinator, and four Teacher Corps Interns involved were Nancy Welbourn, Elijah Cambra, Tom Merrell, and Bob Simpson.

The Home-School Communications Committee continued to meet during the 1976-1977 year. This committee held its second annual supper for the South High School scholarship fund. After the buffet supper, there was a viewing of slides of open classroom schools and exhibits of students' projects from the Art Department, Industrial Arts Department, and Home Economics Department.

A special effort was made to involve the feeder schools' teachers/administrators and the children's parents for the various community events. It was the Community-Based Instructor's belief that these parents are often more concerned about educational issues and the curriculum than are the parents of students currently attending the South High School.

The staff for the Teacher Corps community component believed a new understanding of community involvement in school was evolving. The focus was toward a partnership concept. It was the intent of the staff for the community aspect of the project to serve as facilitators and, at times,

initiators rather than dominant functionaries. This approach is necessary if (1) the changes sought between school and community are to be realized in a lasting fashion; and (2) if members of the community are to develop attitudes that make for a dynamic and forceful interaction between the school and its community.

Highlights of Activities, Third Year

The third year, 1977-1978, of the community project focused on the partnership concept. In order to do the Community Education Component of the partnership effectively and efficiently for the total South High neighborhood, it divided the area into four geographical districts (quadrants) and one Hispanic area that was used for the door-knocking survey. Key people in each quadrant were contacted and asked to assist in a communication process for fair representation at School-Community meetings.

The dual goal of partnership in community education is to fully utilize South High Community School's resources to benefit the whole community and to offer programs of interest and need to that specific area and the community. The community, in turn, must share its people's resources and places with the school.

Recognizing little involvement with the Hispanic Community had taken place, and that South High School has the largest bilingual program, it was imperative for the Teacher Corps Community Component to respond to their needs, interests, and concerns. For effectiveness, a Hispanic person needed to be employed. Hence, Noemi Thurlow, a guidance aide at South High School was hired. As the new school was becoming a reality as a community school, and as Teacher Corps and South High School staff were slowly building a broader base of involvement, the third year program was the most ambitious yet. Courses for parents in education which carried UMass credit were added. The Teacher Corps and South High School Advisory Committees merged into one more efficient School Council. Meetings were held for parents to answer their concerns about the new school. Mini courses on Hair Styling, Macrame, Cake Decorating were run for interested parents. The full range of activities appears in Table II in the next section.

Some Generalizations about Effective Community Education

The tables which follow this article present the gradual growth in complexity and activity that characterize the UMass/Worcester Teacher Corps Co-munity Component. Table I presents a synopsis of the goals for the community component over the three years of the Project. Table II presents the same kind of synopsis for the activities. We would like to take a few moments to list some of the important generalizations that are examplified in both the goals and activities that seem to be effective starting points for building an effective community component.

1. Any needs assessment for community people should be done in the community, in homes and in agencies. Moreover, finding out what community people are interested in doesn't have to be done by having them fill out sheets of paper. Informal coffees, knocking on doors, and meeting in agency offices all are effective ways of involving the community in a dialogue about their ideas about their schools.

2. One effective way of getting a number of people involved is to design a complex program with a rich range of activities. Not only does this strategy get a wide range of people involved, but also is an effective needs assessment strategy.

3. A community program should attempt to design activities that both bring community people into the school and also take school people out into the community.

4. Community agencies are valuable resources for school people. One of the most important ideas the agencies can talk about with school people is what their students are learning after school, that the curriculum after school may influence the curriculum in school.

5. Information about education and schools gives community people a sense of power and security in working with the schools. These feelings will improve the climate of openness and collaboration between school and community.

6. Wherever possible, community activities and councils should be designed to include the widest possible representation of roles and cultures.

7. A successful community/school collaboration must remember that gradual cooperation is important and that partnership is a goal to explore and reach for rather than demand.

References

[1]Jack D. Minzey, "Community Education: An Overview", The Role of the School in Community Education, edited by Howard W. Hickey, Curtis Van Voorhees and Associates, (Midland: The Pendell Company, 1969), p.32.

[2]Harold E. Moore, "Organizational and Administrative Problems and Practice", Phi Delta Kappan, LIV, No.3, 1972, p.168.

[3]Curt Van Voorhees, The Community School and Its Administration.

[4]Donald Weaver, The Community School and Its Administration.

[5]Tom Mayhew, The Community School and Its Administration.

[6]Bill Hooks, The Community School and Its Administration.

TABLE 1: GOALS

YEAR 1

1. to provide various vehicles of communication to the Main South High area about the Project.
2. to provide learning experiences for school and community people about ethnicity, cultural characteristics of different groups, and socio-economic characteristics of the community.
3. to provide knowledge about the community and people's needs in considerations for proposed changes in school programs, organizational characteristics of the school, and its relationship with the community.
4. to assist in the development of citizen groups around human relations as they affect students and the school program, and the general quality of school and community life.

YEAR 2

1. functioning of the Teacher Corps Advisory Council.
2. parent involvement in planning meetings to lead to various levels of participation in the project.
3. use of existing mechanisms and agencies for communication with parents, community, and involvement of interns.
4. development of communication designs for smooth interaction between community and project as a whole.
5. designing and implementing a door-to-door community survey in the Main South High area.

YEAR 3

1. Citizen Involvement in Education: Advisory Council.
   a. increase public's understanding of school's program in community.
   b. provide opportunities for more people to participate in educational decision making.
   c. provide more opportunities for non-professionals and professions in leadership roles.
   d. establish a representative community advisory council.
   e. Community Advisory Council to establish goals and priorities for coming year.
   f. provide learning opportunities for all people of all ages at all times.

2. Partnership.
   a. identify, utilize, and facilitate joint planning with local agencies, institutions, and organizations.
   b. establish/build rapport with community leaders (political, business, social, religious organizations).
   c. establish parent groups, block clubs, sub-committees of Advisory

Council with common interests, concerns for alternatives which satisfy all involved.

3. Communications.
   a. conduct community assessment--talents, interests, skills, needs-support groups.
   b. promote community school program through newsletters, info to mass media.

4. Human Relationships.
   a. build attitudes to assist to overcome prejudices, indifference, bigotry, ignorance, and lack of understanding.

TABLE 2: ACTIVITIES

YEAR 1

1. Development of communication process about Project to community.
   a. publicity campaign--newspaper, radio, letters to parents.
   b. informational meeting for parents/community centering around:
      (1) what Teacher Corps Project is.
      (2) what Teacher Corps Project is trying to do.
      (3) why Teacher Corps wants parents/citizens involved.
      (4) describing various ways parents/citizens may become involved in the Teacher Corps Project.
   c. volunteer application/questionnaire designed and given to those who attended informational meeting. Questionnaire centered around:
      (1) tutoring.
      (2) planning.
      (3) further and continued information.

2. Implementation of programs regarding cultural differences and socio-economic environments.
   a. seminars for school staff and students by community representatives and UMass on issues of multicultural education, ethnic studies, and citizen social action.
   b. one-day workshops by consultants for school member and community regarding the above-mentioned issues.
   c. informational meetings by local agencies in Resource Room on a three week basis (one morning a week).

3. Facilitation of Parent Education and Educational Improvement Programs.
   a. several 3-week (one afternoon a week) seminars on change in education centering around:
      (1) local experts' presentations on educational issues such as bilingual education, Chapter 766, Open Space Ed, the educational program offered at South by each Department, etc.
      (2) assisting parents to integrate knowledge gained.
      (3) assisting parents to clarify their relationship to the school.

4. Extension of the Teacher Corps Community Component into various segments of the Community.
   a. formation of morning coffees at community centers regarding educational issues and building of human relations between school and community.
   b. commencement of Home-School Communications Committee with representation of parents, students, teachers, an administrator from SHS, administrators from CAB, and several Teacher Corps staff members.

YEAR 2

see next page.

1. Development of an Advisory Council.
   a. representatives from Main South High area: community agencies, teachers, parents, students, CAB administrators, UMass personnel, a State Department representative.
   b. Purpose: collaborative planning and development regarding Project issues: analysis of needs assessment data and Teacher Corps foci as a result of analysis, editorial review of newsletter, review of Teacher Corps second year proposal, mini-grants selection.
   c. Commitment: Worcester and UMass had a real commitment to having the Advisory Council have real decision-making responsibilities for aspects of the Project as well as expected advisory responsibilities it exercises.

2. Parent/Community-Based Education.
   a. weekly seminars between parents/community and UMass/Worc Community Based Instructor with four goals:
      (1) to acquaint parents/citizens with current issues in education and new approaches to learning.
      (2) to familiarize parents/citizens with Teacher Corps at SHS.
      (3) To assist parents/citizens in thinking about purposes of education for their own children.
      (4) to develop a framework for school/parent/community interaction offering several options:
         (a) teacher/parent/citizen seminars in Resource Room.
         (b) released-time day involvement.
         (c) visitations/observations of SHS classes and other educational institutions.
         (d) participation in formal inservice courses.
         (e) exposure to information about TC Project via newsletter on SHS and TC activities and local media coverage.

3. Communication process.
   a. some parents/agencies/citizens attended meetings on alternative learning designs conducted by instructional components of the Project. These people functioned as a Steering Committee.

4. Community involvement of Interns.
   a. exploratory visits to community agencies, conferences with Community Based Instructor on community projects, events, etc., and an assessment of possible work areas and programs to volunteer time.
   b. working with CBI on desgning and implementing the Main South High Community Survey.

5. Communication process between Teacher Corps and agencies.
   a. The CBI and the community liaison person visited agencies in the Main SH area weekly. Agencies had representatives at the Resource Room to present work of their agency and offer services for curriculum design, guest lecturer, consultant, etc.

6. Community Needs Assessment.
   a. teachers, parents, interns, and CBI designed, planned, implemented summery survey of the Main SH area.
   b. community survey results were used for planning Fall '77 programs for citizen involvement.
   c. one-day workshop "Community-Based Curriculum" was held for teachers and a separate one-day workshop for guidance counselors. Teachers and counselors had option to door knock or visit community agencies. Visitation results assisted in desgning new curriculum for Fall '77 during two-week workshop.

YEAR 3

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1. Citizen Involvement in Education.
   a. quadrant meetings held on Thurs. evenings at SHS by SHS administration and TC staff for citizens to meet new administration, find out about new school, plan community activities for coming year, talk about Principal's School Senate, Advisory Council, and Guidance Committee.
   b. TC Advisory Council became a sub-community of School Senate to eliminate goal and process duplication, and allow for coordinated effort in determining school and student needs, goals for present and future schools, working with staff and administration in setting school policies and developing liaison role with community.
   c. meetings were held w/feeder schools' administration and staff regarding TC Community Component. A communication network was structured so feeder schools would be aware of events at SHS.
   d. three courses were offered to parents/citizens in SH area with undergraduate/graduate UMass credit available. Courses:
      (1) "Everyone Is an Educator (Section I)"
      (2) "Everyone Is an Educator (Section II)"
      (3) "Designs for Learning"
      Courses centered on educational issues such as alternative learning experiences in ed, volunteerism in schools, etc.
   e. colleges in Worcester were visited by the CBI to inform them of TC, solicit interns, volunteers for SHS, and inform parents/citizens of college programs of possible interest/concern.
   f. special dinner/play was held for Main SH area seniors.
   g. one morning a week, informal gatherings of parents, teachers, social workers, titled "Peer Counseling Opportunities for Parents" offering informal discussions giving participants a chance to discuss adult and adolescent roles in our society.
   h. one afternnon a week informal gatherings at the TC Form "The New SHCS: Issues and Approaches" of parents, teachers, citizens, and administrators together over shared concerns.
   i. mini-courses on Hair styling, Cake Decorating, Home Safety, Macrame, Rug Crocheting, Embroidering, etc., offered by community citizens/ parents to students, teachers, parents, and citizens at South High.

j. One morning a week, "Education for Everyone" informal gatherings were held at La Casa de Communidad for Hispanic parents. Mini-courses were also offered for the Hispanic Community in these areas mentioned above.

2. Partnership.
   a. a questionnaire survey to agencies, employment services, businesses, etc. to assist in the process of a Job Placement Service for SHS to offer positions to students, parents, and citizens in the area.
   b. the CBI attended Neighborhood Ctr meetings regarding parent programs, recreational programs, etc.
   c. Citizens/parents were invited to visit agencies in the community regarding Career Education. TC, SH Guidance Dept, and the Career Educational Consortium planned a Career Expo morning for students, parents, and citizens in the area.

3. Communications.
   a. Home-School Communications Committe met regularly and had three suppers and a bake sale.
   b. Radio, newspapers were used to inform community of activities. The network with feeder schools was also used.

4. Human Relations.
   a. various representatives from ethnic groups in the Worcester area spoke of the past, present, and future of their cultures, attitudes, and socio-economic characteristics.
   b. a course in Multicultural Education was offered to SHS students.

From the Other Side of the Desk...

RD Jackson

Prologue

For the past decade I have observed, acknowledged, and subsequently participated in a delivery of services system called Special Education. Yet I have difficulty discerning just what is meant by "special education". Perhaps I am naive or have accepted too literally that such a delivery of services system was designed to enable individuals with special needs to perceive, behave, and become more adequately in satisfying such needs. The outcomes have been most disappointing for the most part. However, there is evidence that change is taking place. Hopefully, we have entered a "new era" in providing services for special needs individuals. Thus, my major objectives in writing this paper are:

1. to provide a brief account of the development of special education from a participant-observer point of view and,
2. to offer a brief synopsis of the current state of the art.

Introduction

Throughout recorded history, there has been much evidence of homo sapiens' needs to restructure and recreate a society in his/her own likeness. Oftentimes, in these vain attempts to recreate sameness, a living hell was created for persons with differences. In the early years of our known civilization, the deviant was left on the hillsides to die or the ambulatory deviant was regarded as a court jester or fool.

History is replete with examples of our inability to accept differences despite the fact that our acknowledged reality is based on Judeo-Christian principles. In many ways we are still about the practice of abandoning and isolating certain individuals in our society. Thus in theory, special education purports to serve individuals with physiological exceptionalities and those with problems in learning and/or behavior. In practice, special education "trains" children abandoned by the mainstream of society (regular education structure) who might have the skills and abilities but lack the attitudinal awareness needed to utilize same in creating appropriate environments for exceptional individuals.

Historical Aspects

Unlike regular education, special education has not accurately documented its own history. However, it is evident that attitudinal barriers prevent a significant number of exceptional children from enrolling in public schools during the late nineteenth and early part of the twentieth centuries.

In 1919, a Wisconsin Supreme Court ruled that a blind child had a depressing and nauseating effect on teachers and children and could not attend public schools. Such attitudes were the rule rather than the exception. Thus, alternative structures in the form of institutions and residential schools were created to serve individuals that were rejected by the attitudes of the majority.

My early training in special education emphasized mental retardation. I was prepared to work with a category of individuals labelled "educable mentally retarded" (EMR). Such a classification assumed that there were some general characteristics of this population which could be used as indices as far as the teaching/learning process was concerned. In a perjorative sense, any child who could not decode the foreign language of the various IQ tests were given the albatross to wear--a label such as EMR. That label made him/her special. It caused teachers to treat him/her special--oftentimes in "less-than" terms. It caused significant others, e.g., parents, other siblings, peers, etc., to treat him/her differently...in many instances the child became "instantly retarded".

Vignette - Clyde

Clyde was the last pupil to show up. The academic year had started some six weeks ago. Clyde's appearance in the classroom preceded the other fourteen pupils by a week to be exact.

These staggered appearances were viewed with great concern by the "fresh out of the university" teacher who had anticipated a class of fifteen "educably mentally retarded" (EMR) youngsters on the first day of school. Nonetheless, as time progressed, all of the tricks of the trade were employed in teaching this group of "retardates". The pupils learned at a moderate pace--each with a different learning style. Periodically a student would be brave enough to ask, "Why am I here?"

The special education teacher approached the principal, Mr. T., to share the monumental progress these "retarded" pupils had made. Mr. T. replied, "You're a fine teacher...you've done a lot for those kids...my heart goes out to people like you...they're retarded and that's too bad." Immediately he excused himself in order to take care of a discipline case. The teacher did not have an opportunity to tell the principal that the pupils were seemingly misplaced in special education...Morris was working evenings until midnight and planned to buy a car; Polly could do lots of things besides the Peabody Language Development Kit activities--she was very talkative and could sew the latest fashions without a pattern; Joel could count money but was afraid to tackle reading; all of the other pupils as well seemed to have more strengths than deficits.

Clyde was a very bright and aware pupil. He often questioned "why" he had to be in special education. He needed to know why his class was in the basement of a church instead of the main school building. He felt ashamed and embarrassed because the other kids had begun to tease and call him "dummy". He missed playing softball, basketball, and football

with his former peers. He started to shoot hookey on a regular basis.

Outside of school Clyde experienced little difficulty (as long as persons did not know that he was in a special class). He drove a tractor on a tobacco farm during the season. Although he was not old enough to have a driver's permit, he would drive his mother to Danville (30 miles from his home) every Saturday to do shopping. He even taught the special education teacher to drive a "stick" shift car. In addition, his prosocial behaviors were most appropriate for his age..he was more popular with girls than most of his peer in regular grades.

The special education teacher finally got to share and discuss concerns about the class with the principal. In addition, he asked why it took six weeks before the special education class was complete. In reply, the principal said, "We had to wait for the IQ test results to come back... they took those tests last May and we were late getting them off to central office...and they have a skeleton crew working during the summer months..with vacation and all..." The records showed that each of the pupils enrolled in special education had scored between 75 and 84 on the WISC. This was 1967, and all the literature suggested that pupils falling within that range of scores were EDUCABLY MENTALLY RETARDED--the special education teacher had no defense. The special education teacher went back to the basement classroom and gave the pupils the longest recess they had had--the rest of the day to be truthful. The teacher experienced feelings of powerlessness to change the situation for the misplaced pupils. Out of the window he observed the graceful and perfectly coordinated movements of the pupils at play--observed the teacher's aide as she tactfully led the children from one activity to the next with relative ease--intermittently the teacher reviewed Kirk's and Johnson's Exceptional Children--the book said one thing, but the children did another--they did not fit any of those characteristics, save the IQ range. He pounded the desk and felt a part of a dehumanizing saga. The inequable and segregated situations that existed prior to Brown vs. Topeka (1954) were raising their ugly heads with a subltely and gentle intensity--the same thing but in a different wrapper--only this time the nation's poor white population was hurdled into self-contained and isolated situations with persons of color and/or Spanish surnames.

A few weeks later the first snows came. The regular school bus did not make the usual stop near the special education unit. Instead, the pupils in special education had to go about a thousand feet or so to the newly cleared bus stop. Enroute they would direct snowballs which usually found unsuspecting human targets. The next morning, a privileged sixth grade courier brought a note to the special education teacher from the principal requesting an immediate conference. "...you've got to be more careful with those retarded children...they should never be allowed to walk to the bus without an escort of some sort...what if this was reported..they need constant supervision...and..." At this point, the special education teacher interrupted with..."routinely, the children had not been escorted to the bus--they joined the other 13 and 14 year olds when school was over..." The principal's loud shot, "BUT THEY'RE

RETARDED!" echoed throughout the office and surrounding area. As the fist to speak after that outburst, the special education teacher asked simply, "Who escorted the pupils during the last year?" The principal admittedly could see the logic, "You have a point there--I never thought of it that way." But all too soon he said, "Look, I know how you feel about those special kids...the county is doing all it can to make things better for them...our budget has been approved and we will have two additional units next year...and you just cannot go around saying these kids are not retarded--the tests show they are...besides there's a lot of money in special education...in three or four years we should be able to justify the new wing that's been proposed for our school...then those kids can be near everyone else..."

In retrospect, the majority of special classes were established in a manner closely approximating the happenings in the above vignette--IQ test was king, availability of funds, geographical region, local education agency's attitudes and an unaware public were some of the most pervasive reasons for excluding a significant number of individuals from the mainstream.

Update - 1978

During the past decade, many forces have caused us to seriously re-examine, re-think, and entertain different notions of what a delivery of services for special needs individuals out to be like. Litigation and legislation have proven to be the most effective forces in activating the levers of change. Meyen (1978) cites examples of circumstances which supported the need for specific legislation in order to provide protective safeguards for special needs individuals. Such examples include the following:

Many handicapped children assigned to special program have remained in those programs throughout their educational careers. This has been true particularly of students placed in special classes for the mildly mentally retarded...EMR. The tendency has been for special education placements to be considered permanent assignments rather than short-term options designed to enhance the individual's performance and, in turn, prepare the student to return to the regular class.

Too often, decisions of placement eligibility have been made on the basis of insufficient information or on results of inappropriate tests. Many tests discriminate against the handicapped in that the norms are not appropriate or because the handicapping condition makes the student unable to perform the task required to demonstrate test performance.

Children with severe and profound handicapping conditions routinely have been excluded from public schools...

Disproportionate numbers of children from minority groups have been placed in special education programs...Such placements have ignored the

cultural and educational factors contributing to (what appears to be)... low functioning levels.

In part, Massachusetts Chapter 766 (1972) was legislated in response to such circumstances. This law places great emphasis on education for special needs individuals in the least restrictive setting. On a national level, PL 94-142 (1975) is the most recent attempt to improve the nature and quality of services to special needs populations. Briefly, the procedures include the following assurances:

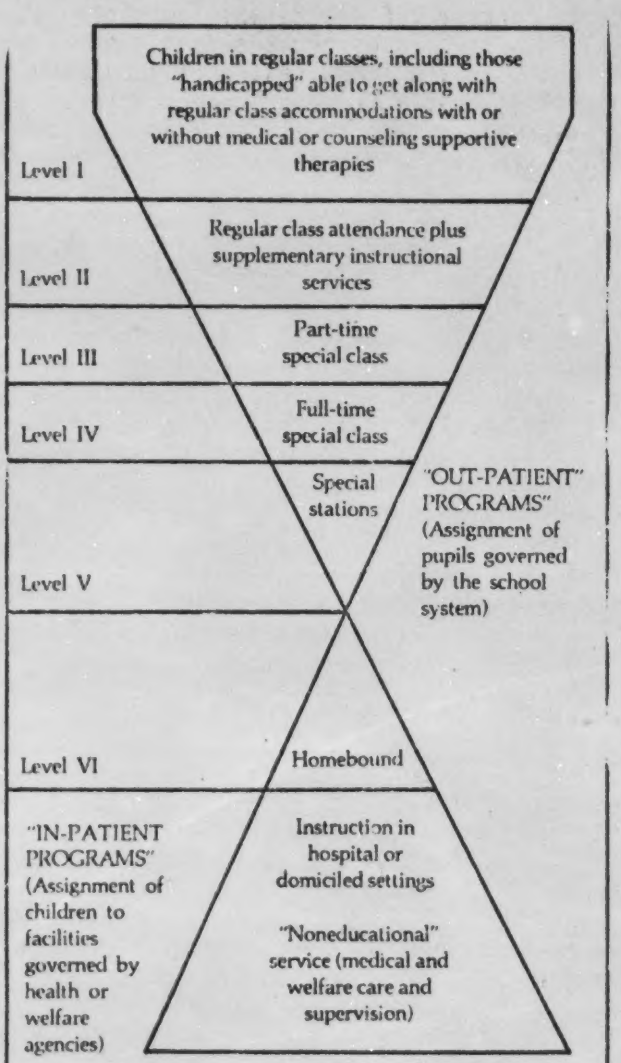
-- *assurance of extensive child identification procedures;*
-- *assurance of "full service" goal and detailed timetable;*
-- *a guarantee of complete due process procedures;*
-- *the assurance of regular parent or guardian consultation;*
-- *maintenance of programs and procedures for comprehensive personnel development including in-service training;*
-- *assurance of special education being provided to all handicapped children in the "least restrictive" environment;*
-- *assurance of nondiscriminatory testing and evaluation;*
-- *a guarantee of policies and procedures to protect the confidentiality of data and information;*
-- *assurance of the maintenance of an individualized program for all handicapped children;*
-- *assurance of an effective policy guaranteeing the right of all handicapped children to a free, appropriate public education, at no cost to parents or guardian;*
-- *assurance of a surrogate to act for any child when parents or guardians are either unknown or unavailable, or when said child is a legal ward of the state (Council for Exception Children, 1976).*

Currently there are many instructional alternatives which encompass the philosophy and intent of Chapter 766 and PL 94-142. One such alternative is Deno's Cascade System of Special Education Services, shown on the following page. Deno (1970) states:

...The cascade system is designed to make available whatever different-from-the-mainstream kind of setting is required to control the learning variables deemed critical for the individual case. It is a system which facilitates tailoring of treatment to individual needs rather than a system for sorting out children so they will fit conditions designed according to group standards not necessarily suitable for the particular case. It acknowledges that the school system is a giant intelligence test involving multiple judges who invoke highly variable criteria in making their judgements. It is designed to facilitate modification based upon changing conditions and new assumptions.

Many school systems have already begun restructuring their schools to insure that the situation in which Clyde found himself will not be repeated too easily. However, more change is needed on all levels to insure that each child is receiving an optimum education and not be bound by the beliefs, prejudices, biases and resultant practices which inhibit growth and self-actualization.

Figure 1


Children in regular classes, including those "handicapped" able to get along with regular class accommodations with or without medical or counseling supportive therapies
Level I
Regular class attendance plus supplementary instructional services
Level II
Part-time special class
Level III
Full-time special class
Level IV
Special stations
"OUT-PATIENT" PROGRAMS" (Assignment of pupils governed by the school system)
Level V
Level VI
Homebound
"IN-PATIENT PROGRAMS" (Assignment of children to facilities governed by health or welfare agencies)
Instruction in hospital or domiciled settings
"Noneducational" service (medical and welfare care and supervision)

The cascade system of special education service.

The tapered design indicates the considerable difference in the numbers involved at the different levels and calls attention to the fact that the system serves as a diagnostic filter. The most specialized facilities are likely to be needed by the fewest children on a long term basis. This organizational model can be applied to development of special education services for all types of disability. (Deno, 1970).

section 2
supporting change

In this section of the Sourcebook, the Teacher Corps staff write about some of the strategies and skills we have put to use at South High School for the past three years to support effective change. In her article on the Resource Room, Team Leader Jean Esposito presents a "how to" for teachers who want to make a space for themselves and their professional development in a school building. Following on that, Director Thomas Wolf discusses the form and content of Teacher Support Groups, an effective structure for peer support and development. In his piece on Student Analysis of Teaching, researcher Michael Walker explains how teachers can use student feedback to improve and modify their teaching behaviors. Tom Wolf follows this discussion by presenting two methods by which teachers can improve upon their own teaching: using question-asking techniques and peer observation.

We sincerely hope that the approaches we detail here will become part of the daily fabric of teacher life at the South High Community School.

The Resource Room: A Meeting Place for School and Community

Jeanette Esposito

What is a Resource Room anyway? The answer can be as diverse as the people who might want to use it. Basically, a Resource Room can be a comfortable place where teachers, administrators, and community people meet informally and formally to share ideas and information and to work out solutions to common school problems. It can also be a workshop where teachers have access to equipment and supplies they need to make materials for classroom use, or a reference bank of books, periodicals, and curricular materials that can spark new ideas and inform teachers about new educational developments. Finally, it can be a learning center which features guest speakers, demonstrations, and workshops.

At various times during the three years of the Teacher Corps Project, the Resource Room at South High School has been a changing environment where activities and facilities have been available. The following paragraphs describe some of the lessons we have learned about creating a Resource Room and make suggestions that may be helpful to any group of people who would like to create a Resource Room at their school.

We discovered that creating a Resource Room is not as difficult or expensive as it may appear. The hardest part is to begin! Here are some suggestions:

First

Find a place, any place in the school, that can be set aside for exclusive use as a Resource Room.

At South High, our "place" was located in the basement of the school, a room that long ago was used as a coal bin. (You see, I said any place!)

Second

Decide how the room can be arranged to meet your school and community needs.

Different parts of the room can be designated for different purposes. There certainly is no one "ideal" design, and your Resource Room probably will and should change as you discover what activities and facilities are most useful and successful for the people in your school and community. The South High Resource Room was changed in some way every semester during the three years of Teacher Corps. At present, the "open space" is divided into three basic areas:

1. A meeting area where people can come together and talk in a casual atmosphere.

2. A viewing area where films, videotapes, slides, transparencies, etc., can be shown.
3. A work area where individuals can make materials or work alone.

Third

Investigate ways to furnish and equip the room.

One quickly discovers that the most valuable resources in creating such a room can be found in the teachers, students, and parents at the school. Given their help, equipping the different areas of the South High Resource Room was not expensive. A description of the facilities in each area follows:

The lounge/meeting area was furnished with a carpet and a circular arrangement of couches and lounge chairs, most of which were donated by South High and Teacher Corps staff who rummaged through their attics and basements. (A few pieces are Salvation Army vintage.) The two glass coffee tables in the center of the area (which also display interesting pamphlets or periodicals) were converted display cases obtained from the cafeteria. The bookshelves against the wall were made from cinder blocks and wooden planks painted by Industrial Arts students who also built bulletin boards for the walls. Cushions and pillows for the couches were sewn by Home Economics students. One entire wall of the Resource Room was decorated by a colorful and provocative wall mural created by South High art students. Coffee available in this area was financed by a charge of 25¢ paid by participants.

The viewing area contained chairs and a small equipment table collected from various rooms in the school. A wall screen (obtained from the Curriculum Center) and a small blackboard were mounted on the wall by student helpers.

The work area contained a spirit duplicator, thermafax copier, dry mount press, paper cutter and typewriter, all borrowed from the Office of Staff Development and the Curriculum Center. Work tables and chairs also came from various rooms in the school.

Fourth

Plan activities that allow people to choose different levels and degrees of involvement.

In a Resource Room Evaluation distributed to South High teachers last year, they were asked to identify those activities that were most useful to them. Responses to this form, as well as conversations with teachers and parents, clearly communicated the massage that different people had very different needs and preferences. Many people cited meetings with guest speakers who could give them needed information or new teaching ideas as most useful. Others stressed the value of "support groups" that

enabled them to communicate with and receive support from their colleagues. A number of people emphasized their preference for independent work and praised the easy availability of a thermafax copier or a reference library of books and materials as a key resource for them. A few emphasized the need for a quiet place to work. The lesson that we learned from these responses was the a flexible Resource Room that offered people many options for involvement served more participants more of the time.

Fifth

Evaluate what works and change the room so that it accommodates the most useful activities.

Feedback about Resource Room activities can be obtained from many sources: from observations of peoples' attendance at offerings and use of facilities, from participants' written evaluations and from conversations with a cross-section of people at your school. Once such information is collected, it can lead to a change in the room's design. Last year we discovered through the above means that teachers found the following activities to be most useful for them:

-- Interdepartmental meetings to plan new programs.
-- Guest speakers (from community agencies, universities, other schools).
-- Demonstrations of teaching equipment.
-- Discussions with Worcester administrators.

In contrast, educational films were cited as only "somewhat useful". As a result, the Resource Room de-emphasized film showings. Instead, the "viewing area" became a place for small group meetings and for the preview of visual aids (films, slide-tape shows, etc.) that Teacher Corps Interns and teachers planned to use in their classes. Another example of a change during the previous semester involves a table and chair "lunch" area which, because of the emphasis on meetings, became a lounge area instead.

Final Comments

Suggestions for matching people and resources:

Since the essence of a Resource Room actually involves bringing people and resources together, here are some further suggestions for accomplishing this goal:

1. Organize activities around teachers' preparation periods.

A survey of teachers' schedules at South High indicated that during each of the seven periods, a group of 15-20 teachers were free from class. Compiling a list of teachers who are free each period helps everyone to easily see the opportunities they have to meet with colleagues from different departments. Inviting teachers to meet together for various

purposes counteracts the isolation that teachers often feel and sets up a new structure for teacher interaction and support. Groups of teachers who were free during the same period came together in the Resource Room in order to:

-- Meet weekly in a support group to discuss an agreed-upon school problem and work toward its solution.
-- Plan team-taught or interdisciplinary programs.
-- Communicate with groups of parents.
-- Participate in discussions with resource people who dealt with adolescent concerns, workings of a community school, problems of certain ethnic groups at SHS, team teaching, ways to use videotaping in class, etc.
-- Attend a presentation give by other teachers who demonstrated new and effective teaching techniques they used in class.

2. Keep people informed about available programs and services.

In the midst of a busy school day, people may have to be reminded about certain special programs. We have used the following means:

-- Advance notice through a monthly one-page calendar sent to individuals and posted in the school. The calendar blocks out days of the month and briefly describes the programs and times in appropriate blocks.
-- Morning and/or afternoon announcements over the intercom.
-- Mailbox notices delivered the day before or morning of the scheduled event.

3. Invite parents or interested community people to presentations given by guest speakers and Worcester teachers and administrators.

Because it is less formal and "authoritative" than an office or a classroom, a Resource Room can provide community members with a receptive and comfortable environment in which they can learn more about their community school. The interaction of teachers, administrators, and parents that can take place in a Resource Room will be as varied and unique as the needs of your school. Some of the meetings that have taken place at South High have helped to improve school-home communication and to build mutual understanding and support.

This description of the evolution of a Resource Room at South High School is presented in the hopes that the concept might be carried on and adapted to other schools. Any small group of teachers and/or administrators can create a Resource Room that meets a variety of teacher and community needs. The main ingredient for success is the commitment of a group to try it!

Teacher Support Groups

Thomas Wolf

In today's society with its increased emphasis on psychologically oriented groups where the expected behavior is confrontation and personal exposure, and in the context of the school last year when meeting "in the dungeon" was sometimes equated with hatching unpopular plans for the new South High Community School, it is perhaps best to begin any discussion about support groups by explaining what they are.

Support groups are meetings of teachers who happen to have the same period free. Interested teachers who have 4th period free, for example, would decide on a particular day or days in a week when they would get together to talk about their personal or professional concerns over a cup of coffee and refreshments. The number of meetings per week is always up to the teachers to decide, and attendance is voluntary but also depends upon whether or not teachers have school responsibilities (covering for an absent teacher, administering a city-wide test, or preparing their own work, etc.). The agenda is not preset. It is important that the support group be a place for teachers to talk about their concerns. Thus, they should set the agenda. Sometimes these agendas will be planned and go on from meeting to meeting and may even culminate in a plan or proposal for action within the school. Other times these agendas may be set at the beginning of a support group meeting by a chance comment by one of the members that the rest of the group finds interesting and last through that one meeting.

There are two final characteristics of a support group that are important to mention. The first is that it have a regular time and place that the members can count on. Research suggests that people value their participation in groups more if the group has some identity in time and space. Something that is more like a floating crap game soon becomes unimportant and unsubstantial in the eyes of the participants. The second characteristic is refreshments. The traditional image of teachers is of the dedicated professional who cares about children to the exclusion of his/her own needs. The image is becoming somewhat tarnished in today's society with the recent growth of unions and the increasing clamor about the cost of education and that this rising expense doesn't seem to be producing results. While neither the traditional or modern image is true, some facts remain--most educators on the line operate in settings that are notorious for providing few, if any, even incidental creature comforts; and people have an easier time valuing themselves if they have a sense that their work place values their personal concerns.

In a sense, it is not only the refreshments, but most of the other characteristics of support groups, that should give teachers a sense of

personal and professional worth. There is a regularity of time and space, attendance is voluntary, and the agenda is theirs. Even if there were to be no new school opening this September, support groups seem to be an important idea that ought to be considered for continuation in any school. In Teacher Corps' informal conversations with teachers, one of the things that has been mentioned most frequently as a positive outcome of the Project has been that the Project has regularized and changed the nature of the dialogue between professionals at the school. Support groups have been an important factor in this outcome.

Why at South High School?

There are some important reasons why support groups can be effective structures to use at the new high school over and above their general importance as ways for any group of teachers to feel that the school is a place that supports their personal and professional growth on their own terms.

First, the new building will offer a series of demanding challenges. The space, the concept of a community school, increased size, changed schedule, a complex special education component, all are variables that will demand change or adaptation from teachers in some way. Research shows that professionals who find themselves in innovative settings need time to share ideas and opinions, or else they retreat to the way they have always done things. However, a look at the space of the new building and the programatic changes that are planned should indicate that retreat into what is the traditional, and often deadening, norm for teachers of isolation will be very difficult next year. It seems that support groups, a successful option in the past, is at least something to consider as a mechanism that will help the new school maintain its dynamism and strength.

Second, any institutional change that is proposed inevitably raises strong personal and professional concerns on the part of teachers. Moreover, research suggests that unless teacher concerns are met and worked through, the organizational changes will have a difficult time succeeding. Support groups offer one way in which teachers will have a chance to talk about what is happening to them in ways that are important for them to talk about. One of the things that Roland Goddu specifically mentioned in his visits to the South High School Resource Room this year was that all the people who were involved in the process of opening a new, flexible-space building really benefitted from the chance to talk over what was happening to them with others involved in the process. Once again, teacher support groups seem to be an effective mechanism to use for this purpose.

Finally, it is not only the formal systems in the school but the informal linkages that people establish that are important in the effective growth of the program. Although support groups meet regularly, they do foster informal networks of teachers both within and between departments. These networks, both in the day-to-day support they offer

teachers in dealing with the changing environment and in the more formal responses (in the form of ideas or proposals) they can generate to more effectively deal with the new situation will be vital to the success of the new school.

A Final Note

What makes these support groups any different from a teacher's room or cafeteria setting where teachers get together during their free time? Perhaps nothing, but there are two possible things that can be mentioned here. First, is the fact that the teacher's room is a space that people use when they are free. The support group is a concept that people can choose with the knowledge that the interchange will be different. Connected to this is the norm that teacher's rooms have often been used as a place for gripe sessions; the support group seems to have been used as a place where teachers could express their concerns and actively explore ways to deal with them.

Question Asking and Peer Supervision

Thomas Wolf

Introduction

If there is one activity that is as natural to teachers in the classroom as breathing, it is asking questions. There have been a number of studies that have shown a number of important things about the amount and kind of questions that teachers ask and the effect of the questions upon student learning. For example, one study showed that science teachers asked between 70 and 90 questions of their students in a twenty-minute time span. Moreover, most questions seem to ask for the recall of factual information. This fact would seem to be substantiated by the studies that show that a second or less goes by between the time the teacher asks a question and the student responds or between the time the student responds and the teacher asks another question. The implication of these studies seem to be that not much in depth thinking can go on in that short amount of time. Finally, some research is beginning to show that student achievement improves when the questions in the classroom allow students to do more substantive exploration of ideas and opinions.

In addition to the fact that question asking is such an important part of classroom learning, there were two reasons why Teacher Corps staff felt that organizing a course around it might be beneficial. First, the course would allow teachers to come together to talk and reflect upon teaching and learning theory and how they were using that theory in their own classrooms. They would have a chance to reflect upon their own teaching styles, observe others teaching and be observed by their peers. This process of interaction and reflection about one's own teaching is an important facet of the maintenance of an atmosphere which enriches the professional life of teachers. Second, focusing upon a single classroom skill or technique is an effective way to deal with issues in the classroom. Even though it may be an artificial separation of the process of teaching, it offers teachers a good way to learn about their own teaching style without confusing or complicating that learning.

Bloom's Taxonomy of Educational Objectives[1]

There are a number of ways that questions can be classified which will provide a useful conceptual framework. Bloom's taxonomy is one of these. In this system, educational objectives and questions are divided into six categories:

Level One: Knowledge. "The first level of the Taxonomy, knowledge, requires the student to recognize or recall information. The student is not asked to manipulate information, but merely to remember it as it was learned. This category is critical to all other levels of thinking. We

cannot ask students to think at higher levels if they lack fundamental information."

Level Two: Comprehension. "Questions at the second level, comprehension, require students to demonstrate that they have sufficient understanding to organize and arrange material mentally. The student must select those facts that are pertinent to the question and demonstrate a personal grasp of the material by being able to rephrase it or give a description in their own words, and being able to use it in making comparisons."

Level Three: Application. "Questions which ask students to apply previously learned information in order to reach an answer to a problem are at the application level of the taxonomy."

Level Four: Analysis. "Analysis questions are a higher order of questions that require students to think critically and in depth. They can be of three kinds: to identify motives, reasons, or causes for a specific occurrence; to analyze available information in order to reach a conclusion or generalization based upon that information; and to analyze a conclusion or generalization and find evidence to support or refute it. The fact that several answers are possible for analysis questions is an indication that they are higher order questions than the previous three categories."

Level Five: Synthesis. "These kinds of questions require students to: produce original communications, make predictions, or solve problems. Although application questions also require students to solve problems, synthesis questions differ in that they do not require a single correct answer, but, instead, allow a variety of creative answers."

Level Six: Evaluation. "These kinds of questions require the student to judge the merit of an idea, a solution to a problem, or an aesthetic work. They may also ask a student to offer an opinion on an issue."

Although the teachers found that the taxonomy was an effective framework to use in looking at the kinds of questions they asked in their classrooms, they also felt that it should be viewed as just a helpful guide. Spending too much time on the theoretical aspect of the taxonomy in trying to pinpoint the category for each question that was used as an example would take valuable time from the real important purpose of using the taxonomy: reflection on a particular aspect of one's teaching style and how that interacts with the needs of children and the demands of a discipline.

The Organization of the Course

The course was organized in a way that combined both theory and practice. Each week a different stage of the taxonomy was discussed and analyzed, and examples of questions in different disciplines were looked at to see how they fit into the particular stage. Each teacher talked about the

possible uses of the stage in their curriculum and discipline. In addition to the discussion, each teacher arranged to observe one of the other teachers in the course, specifically focusing the observation on the questions used by the teacher in the lesson. It is important to mention here that each teacher who was observed worked on developing an observation form that she/he felt would be helpful to her/his teaching. Thus, while the form was geared to give the teacher feedback on the kinds of questions she/he was using in the classroom, it was also in a form that the teacher felt comfortable with. The final stage of the course organization was a feedback session in which teachers shared their observations and the taxonomy theory was discussed in light of these observations.

Uses of the Taxonomy

The experience with the course has shown that the taxonomy of educational objectives and questions is a useful theory for looking at teaching. There are some important issues that must be kept in mind, however. The first and most important is the relative values that are attached to the different stages. The books that were used in the course were very clearly in favor of teachers using the full range of questions in the taxonomy. In addition, they said directly and indirectly a number of times that teachers did not usually use many questions beyond Level Two (Comprehension) and that practice stifled the creativity and curiosity of students and taught them that schools were more interested in conformity than they were in independent thinkers. While this statement may be true, while teachers should actively be looking for ways to expand their repetoire of questions, and while teachers may tend to see their disciplines and students too narrowly, there is another side to the issue which gets lost in the zeal for reform. There are legitimate demands of disciplines which mandate questions that are Level One and Two. Students may learn effectively if some questions provide more structure than others. The time of day, the mood in the school, the time of year, all influence the kinds of questions that will be effective in a given day. Finally, a teacher has strengths which manifest themselves in a particular style. All of these variables will determine effective questioning techniques. To assert that higher level questions are arbitrarily better than lower level ones is asshort-sighted as behaving as if the reverse were true.

The second issue is that it must be remembered that any thoery is useful if it allows people the freedom to deal with the specific situations and doesn't keep them from seeing it. The teachers in the class were able to work within the theory without having it rule their perceptions. In fact, toward the end of the course, they began to consider other frames of reference that might be used to look at classroom questions.

Peer Supervision as One of the Useful Techniques in the Course

The techniques of focusing on one single teaching tool and peer observation were used in this course. Both of these techniques have proven to be useful ones and ought to be considered for use in the new school. Over the three years that Teacher Corps has been in South High School, the process of peer supervision has been used in a variety of ways: During the Fall of 1975, teachers observed each other as part of a course on diagnostic/prescriptive teaching. In this course, teachers developed observation forms that other teachers used to look at how they were interacting with specific students. In the Fall of 1976 and the Spring of 1977, peer supervision was used in a course for teacher improvement. Here, teachers were video-taped in their classrooms and critiqued at a later time by others in the course. In the Spring of 1977, other teachers took a course on question-asking in the classroom. This course had teachers observing the questions other teachers used in their classes and sharing these observations. Also in the Spring of 1977, peer supervision was a part of a course that was offered on Leadership and the Department Chairperson. Here, a process of supervision was set forth that had at its roots the notion of observation of teacher by other teachers. Finally, Dr. Peter Mattaliano of the West Hartford Public Schools spent a day at South High School in the Spring of 1978 in which he talked a great deal about a process of supervision that has been very successfully used at the secondary school level.

Thus, both in theory and in practice, in a number of forms, peer supervision has been stressed as an important concept for the new school by Teacher Corps. There are a number of reasons which are also mentioned elsewhere in this handbook. A few of them can be restated here. The study of schools as social systems and the role of teaching within that social system consistently surfaces the fact that teachers do not feel like professionals, that their working life is marked by loneliness and not much professional contact with their peers. Moreover, this pattern is reinforced by the fact that there are very few places where teachers get recognition or reward for the work they do. Studies of individuals who work in innovative settings show that one of the single most important variables in maintaining a sense of purpose and cohesion is the opportunity to interact with other professionals in the setting. Finally, the demands of the new building will make peer observation a fact for many of the teachers, whether they think it is a good idea or not. Given the reality, it seems that working out an effective plan for this sensitive area would be better than drifiting into a de facto practice that makes no one feel comfortable.

It is necessary to clearly define what peer observation means. There are a number of words used in this area, and they imply some very dissimilar processes even though people tend to use them interchangeably. Evaluation is the process whereby an administrator of designate visits a teacher's class a specified number of times a year, fills out a check list, discusses this list with the teacher, and places it in the teacher's

personnel folder.. This process is mandated by the school board. Visitations may be announced or not. Once again, they are observations of the teacher's class by an administrator. Supervision is a process that is geared toward improving or strengthening the teacher's skills in the classroom. The process has a number of steps of which classroom observation is only one. Moreover, the observation does not have to be done by an administrator. Peer observation is simply the process of having one teacher observe the classroom of another teacher. The combination of the last two concepts gives us the process of peer supervision--a process in which teachers work with each other in building upon their strengths in the classroom. The process has a number of steps which are important:

1. Establishing what it is that a teacher would like feedback on. This step usually takes place as part of a pre-observation conference. One of the options might be to observe the class without pre-set things to look for. The strength of this method is that the teacher's natural teaching patterns will emerge from the observation and then these can be noted and focused upon in future supervisions. However, beginning supervision may be a difficult process for the supervisor and threatening for the supervisee. Our experience in the school suggests that a conference or student questionnaire be used to surface teacher strengths which then can be looked at in the observation.

2. Designing an observation form that focuses upon the behavior that the teacher would like feedback upon. This step is the one that has traditionally halted the process. Designing forms seems to be the arcane function of an evaluator or staff developer, making sense of the data seems even more of an impossible task for teachers. Our advice here is that anyone can design a form that will give them the information they want. The trick is to be clear about the specific behavior or characteristics that you would like to observe and list that as simply as you can. Our preference is toward observation forms that quantify behavior rather than forms that describe it. First, it is easier to make marks rather than write when you are in a classroom and observing. Second, the descriptions often get to be judgemental rather than descriptive which destroys the intention of peer supervision. Finally, don't be afraid to plagiarize forms that you like in designing your own. Staff development will probably have a number of cookbook type books with sample forms in them.

3. Readying your students for a visitor to class. The teachers who have done peer supervision over the past three years have found that it is important to let your students know that another teacher will be in the class and that it is <u>not</u> to look at them. However, they have also found that making too big an issue of it will probably convince the students that it is a big thing also.

4. Feedback session. The fact that I have skipped the observation does not mean I don't think it important. However, if the work in steps 1-3 have been done well, then the observation will go smoothly. The

feedback session should be focused upon the data and designed to let the supervisee get the most out of the data. This means that the supervisor should not be judgemental. It is important that next steps be planned here and that the form be critiqued for its effectiveness.

The benefits of peer supervision are the same as those we have talked about in the article on support groups. Any activity which brings teachers together in a personally and professionally supportive way begins to form the network within a faculty that will keep it strong and vibrant, able to act responsibly to meet emerging needs of children. In addition, the contact and self-respect that marks such a process helps to change those aspects of the role of teaching that make it distinctly unrewarding and lonely.

Reference

[1]Most of the material about the Taxonomy was taken from Classroom Teaching Skills, A Handbook, James M. Cooper, et al., DC Heath and Co., Lexington, MA, 1977.

Student Analysis of Teaching and How to Use it

Michael Walker

The "Student Analysis of Teaching Questionnaire" is a tool to help teachers see their teaching from their students' point of view. Each item on the questionnaire was developed from responses to open-ended questions which asked seven hundred South High School students to write about their "best" and "worst" teachers. The items cover a wide range of teaching behaviors and no teacher could be expected to demonstrate all of these positive teaching behaviors all of the time. The intent of this questionnaire is, therefore, not to distinguish "good teachers" from "bad teachers", but rather to determine each teacher's already established teaching strengths and to point toward areas where a teacher might want to attempt to improve.

To administer the survey to one of your classes, you will need one copy of the questionnaire for each student, one for yourself, one set of scoring sheets, twenty minutes of class time, and one friend on the faculty. Your colleague is responsible for administering the questionnaire to you and your class, tabulating the results, and discussing the results with you. Here is how the process works:

1. Your colleague asks you to fill out your copy of the questionnaire twice. First you answer each item according to how you think you are doing and then answer each item with your predictions of the average student's response to each item. Your colleague records both sets of responses on the "Student Analysis of Teaching Reporting Form".

2. Your colleague administers the questionnaire to your class. Three things should be made clear to your students: (a) you want each student's honest responses; (b) each item was developed from what other students like themselves thought of as good teaching; (c) each item is different from and as important as every other item (so read and answer carefully).

3. Your colleague records each student's answers to every item on the "Tally Sheet", finds the average student response to each item and to all items.

4. Your colleague records the results on a "Reporting Form". Pencils or pens of different colors help make the Reporting Form easier to understand.

You and your colleague must now sit down and discuss the Reporting Form. Some questions you might discuss are: How accurate are your predictions of student answers? Consistently too high? Consistently too low? Do your students see your teaching as you do? In what areas do they see

you as "better" than you see yourself? What do students consider your teaching strengths (those items where students' mean score is higher than the mean score of all students across all items)? How might you "teach to your strengths" more often than you do now? What one or two items would you like to improve your score on? What behaviors would you need to adopt to raise your score on one or two items of <u>your</u> choice?

At this point, you have several alternative paths to follow. You might want to try on some new behaviors in class for one month and then ask your colleague to resurvey your class to see if students have noted improvements.

You might want to discuss the survey results with your class. If so, (and this a courageous act) here are some guidelines: Listen a lot, talk a little. As students what they would suggest so that you might improve your score on one or two specific items of interest to you. Try hard not to defend your past actions and try not to tell students why their suggestions are impossible to follow.

Try to design a strategy which emphasizes what both you and the students are calling your teaching strengths. The only area which you must be careful not to "over do" is your sense of humor. A sense of humor means exactly what it says: you can sense what is humorous in a situation and you appreciate the humorous aspects of what happens in class as well as what is serious. Remember, even Gabe Cotter tells his "best" jokes at home.

Here is a partial list of South High teachers who have used this process: Ron Hidenfelter, Francoise Hogan, Charlie Isola, Dorothy McIntire, Dick Mulhern, Jim Riordan, and Grace Scola. They understand this process very well and would make good "colleagues" for you. If you like this process and find it helpful, you might want to become a "colleague" too and offer your services to other teachers.

One final point. As hard as this might be to believe, it is easier for people to feel bad about their weaknesses than it is for them to accept and feel good about their strengths. It's also less productive. If you really want to improve your teaching, do the hard thing: <u>accept and build on your strengths</u>!

For each of the statements below, choose the response which best shows how you feel your teacher is doing. Write the number of the best answer in the space next to the statement. Your opinion counts. Please be honest. THANK YOU!

1--This teacher does an EXCELLENT job in this area. (*No Improvement Needed*)

2--This teacher does a GOOD job in this area. (*Little Improvement Needed*)

3--This teacher does an AVERAGE job in this area. (*Some Improvement Needed*)

4--This teacher does a POOR job in this area. (*A Lot of Improvement Needed*)

5--This is NOT a NECESSARY thing for the teacher to do in this area.

_____ 1. The way the teacher listens to students' questions.

_____ 2. The way the teacher listens to students' comments.

_____ 3. The way the teacher helps me if I don't understand something.

_____ 4. The teacher's patience.

_____ 5. The way the teacher explains things.

_____ 6. The way the teacher explains the homework when the assignment is given.

_____ 7. The way the teacher prepares us for tests.

_____ 8. The way the teacher gets me interested in each class.

_____ 9. The teacher's sense of humor.

_____ 10. The way the teacher treats all students equally (no favorites).

_____ 11. The teacher's control of the class.

_____ 12. The speed at which the teacher presents material.

_____ 13. The variety of things the teacher has us do.

_____ 14. How well the teacher understands me as a person.

_____ 15. How much the teacher likes or respects me.

_____ 16. The way the teacher allows us to ask questions.

_____ 17. The teacher's interest in my opinions.

_____ 18. How much the teacher knows about this subject.

_____ 19. How fairly the teacher marks.

_____ 20. The amount of homework the teacher assigns.

_____ 21. The way the teacher gives homework to help me learn the subject.

_____ 22. The way the teacher corrects and returns homework assignemtns or tests.

_____ 23. The amount of work the teacher expects from me.

_____ 24. The teacher's enthusiasm about teaching this class.

_____ 25. The teacher's planning of each class.

_____ 26. The way the teacher involves himself in school activities.

_____ 27. The way the teacher relates to me outside of class.

_____ 28. The teacher's willingness to give students help after school.

_____ 29. Compared to other courses I have had at South, <u>this course</u> is:

(1) excellent
(2) very good
(3) average
(4) below average
(5) poor

_____ 30. Compared to other teachers I have had at South, <u>this teacher</u> is:

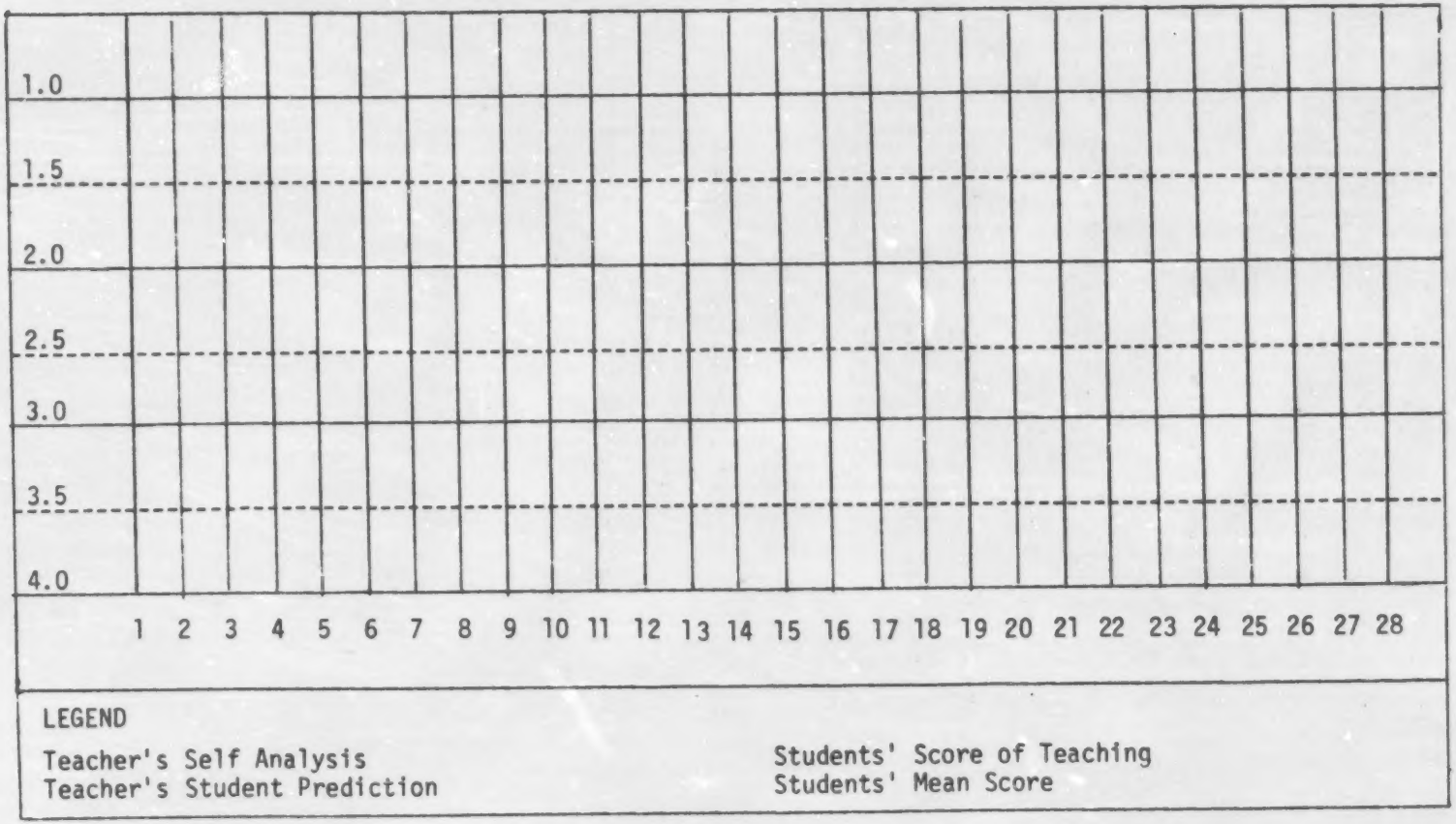
(1) excellent
(2) very good
(3) average
(4) below average
(5) poor

COMPARISON SHEET: STUDENT & TEACHER

UMass/Worcester Teacher Corps Project

MEAN SCORES: _____

Teacher's Self Analysis: ____
Teacher's Student Prediction: ____
Students' Score of Teaching: ____



TALLY SHEET: STUDENT ANALYSIS OF TEACHING UMass/Worcester Teacher Corps

Teacher_____ Class_____

Period_____ Given by_____ Date_____

ITEM	EXCELLENT	GOOD	ITEM	AVERAGE	POOR	AVERAGE
1			1			
2			2			
3			3			
4			4			
5			5			
6			6			
7			7			
8			8			
9			9			
10			10			
11			11			
12			12			
13			13			
14			14			
15			15			
16			16			
17			17			
18			18			
19			19			
20			20			
21			21			
22			22			
23			23			
24			24			
25			25			
26			26			
27			27			
28			28			

section 3
developing programs

In this third section of the Sourcebook, we turn to the bona fide experts in education: the teachers at South High School and in Worcester who have been involved in the planning and implementation of new programs in response to emerging student needs. The people who contributed to this section have worked together over time to improve the quality of education in Worcester. In so doing, they have gone beyond their job descriptions and work expectations--putting in long hours and extra days in planning, re-planning, and evaluation.

The Orbit Program is described first by teachers Leonard Orsini, John Burke, Charles Houghton, Sally Bowditch, and Dick Ethier; this program is the "grand daddy" of new programs at South. The Unified Science Team is a relatively new grouping of teachers who write about their program and their projects. These teachers are: Joseph Buckley, Robert Krikorian, and Thomas Merrell. The Peer Counseling Program, described here by initiators Alison Smith (YMCA Youth Outreach Worker) and Nancy Welbourn (Teacher Corps Intern), presents yet another approach to working as a team with a group of students.

In another vein, the Special Education faculty at the new school (Marsy O'Connor, Dayle Reynolds, William Campbell, Marion Bergin, John Schlichte, Vicki Peters, Anita Michalak, Dave Elworthy, Dick Roy, Pat Marone, and Dave Nolan) introduce us to the new Special Education Program at the South High Community School. Following on that, Dorothy Edgington describes a program in which regular students assist their handicapped peers in physical education activities. Finally, three new courses which have been developed in response to student need and teacher interest are described; they are: School Building and Plant Maintenance course developed by James Riordan, the American Ethnic History course developed by Interns Elijah Cambra and Nancy Welbourn, and the Economics course designed by Lawrence Meehan.

The new programs that are described here are testaments to the ability and motivation of Worcester teachers to improve the quality of education in secondary schools. We are proud to present them here as examples of what teachers can do!

The Orbit Program

Orbit Staff: Sally Bowditch , John Burke, Richard Ethier,
Charles Houghton, Leonard Orsini

The Orbit Program is the oldest new program at the South High Community School. Initiated in 1974 by Guidance Counselor Tim Kelly, Orbit is an attempt to meet the needs of students who exhibit a lack of ability or will to function within the traditional high school curriculum.

In its present form, the Orbit Program consists of a ninth and tenth grade section. Each group has three facets:

1. Team teaching in the areas of Math, English, and Social Studies (a values clarification course which meets outside the regular school).

2. Participation in the traditional school program during home room periods and for two periods of either elected or required courses other than Math and English.

3. Participation in a work or apprenticeship component, external to the school, in which a student is given two credits for his voluntary or paid working hours and is allowed to leave school at 12:04. This segment is also monitored by Orbit staff members.

Example of a Typical Orbit Schedule

Home Room: Traditional Home Room assignment
Period 1: Orbit Math (Team)
2: Orbit English (Team)
3: Physiology (Traditional)
4: Study or Physical Education (Traditional)
5: Clarifying Life Values (Team)
6 & 7: Orbit External Work (Team)

The major goal of the program is to prevent students from dropping out of high school before the age of 16. This is in response to the fact that most students who cannot relate to school have a common characteristic, poor attendance. The program also has academic and social goals. A partial list of each includes:

Academic Goals

To develop realistic goals.
To develop basic skills in reading and computation.
To provide a flexible and varied school structure and schedule for the students.

Social Goals

To develop self-respect.
To develop self-discipline.
To develop appropriate social behavior.
To develop successful coping behaviors.

An integral part of the Orbit Program is the quality and commitment of the staff. The role of the teacher in Orbit is of extreme importance, since the teacher will present a role model of a caring, disciplined, productive and responsible adult to the students. It is also essential that the Orbit staff have an opportunity to communicate with each other and to plan together. The staff has established rules and disciplinary procedures for students in the program and handles all discipline problems in the Orbit components of the program. In addition, the staff has developed uses and special curricula for the Orbit classes which stress functional knowledge and basic skills.

Thus, the Orbit Program is an attempt to meet the needs of certain students at South High. In this attempt, many program regularities and traditional ideas that existed at South High have been questioned, altered or changed. A partial list follows:

1. Team teaching of a group of students.
2. One class conducted outside school walls.
3. A merit and demerit system developed to monitor student behavior.
4. Teachers meet seventh periods during each week to discuss all aspects of the program.
5. Students and teachers volunteer for the program.

Psychological Foundations

In the initial development of the Orbit Program, Educational Psychology was not in the forefront of the discussions. The pragmatic problems of identifying, articulating and implementing the program were more noticeable. However, as the program grew and developed, the psychology of learning began to have increasing importance. Although each member of the staff has some different ideas, there were certainly many areas of agreement concerning educational goals and how to achieve them.

The students were perceived to be, in Piaget's terms, at most at the concrete operational level of cognitive development. They could not logically solve all types of problems, and since they had encountered mostly formal schooling with emphasis on cultural transmission theory, this lack of logical though caused this type of school to become a frustrating and difficult experience. The end result was increased attendance problems. Therefore, the goal of the Orbit curricula came to be an attempt to attain the formal operational stage of cognitive development as described by Piaget. This would involve logically solving problems, (especially those of a personal nature such as clarifying values), thinking scientifically, solving complex verbal problems, and a

maturing of cognitive structures.

Kohlberg maintains that facilitating the student's movement to the next stage of development involves exposure to the next higher level of thought and conflict requiring the active applications of the current level to problematic situations. Thus, in order to achieve the logical operational stage, the staff decided it was very important to know and understand the style of thought of each student, also to match each student to problem situations which would promote conflict and thought, and to permit the student to be as active as possible in the learning process. This led the staff to emphasize individualized learning as much as possible and where feasible. It also led to an attempt to have the student express himself whenever possible, and to question the goals and methods employed. In effect, the process became as student-centered and informal as possible. The materials to be used should be of a practical nature but thought provoking enough to promote complex problems where appropriate.

Analysis-Sociological Foundations

Certainly South High and its feeder system is not on a level with the type of schools mentioned by Jonathan Kozol in his indictment of the Boston Public Schools, Death At An Early Age. And yet, when one looks at the students for whom the Orbit Program was designed, then one certainly must conclude that the needs of all students have not been met. Perhaps meeting the needs of all students is not possible or feasible, but when we decide that that is a fact, we have failed as educators. The attempt should and must be made.

In designing of the present structure of the Orbit Program, the staff was forced to come to grips with the possible problem of isolating the students. By giving them a name, by placing them outside the regular school under certain conditions, it was feared that the students would be unfairly labeled and looked down upon. It is certain from conversations with other teachers and students that this has occurred. Just think of your own image of what an Orbit student is like. However, it was felt that the sense of identity, the sense of belonging, the relationship between student and teacher and the on-going guidance program built in to the program would more than off-set this crisis of identity.

The Orbit Program is also an attempt to improve the relationship between teacher and student, not only on an individual basis, but on a group basis as well. Through team planning and group analysis of students and problems, it was hoped that new and more efficient methods could be designed to cope with the problems not only of the students but also of the teachers. The latter has proven to be an interesting aspect of the program. Since immediate satisfaction and direct feedback of accomplishment from this type of student is not readily forthcoming, the teachers have found this type of group planning to be invaluable for the exchange of ideas and, even more importantly in this context, the exchange of woes. It is certainly reminiscent of the report on the

alternative school in Philadelphia as presented by A. Ericson in Mario Fantini's book, Alternative Education, in which she reports much the same results between teachers in that school.

The academic year 1978-1979 at the South High Community School will see more changes in the Orbit Program. Instead of two grade levels, the Orbit Program will include only ninth grade students in two sections. Each section will be involved in a group counseling class and in an Orbit English class. For the rest of the day, Orbit students will be "mainstreamed" in regular classrooms. The Orbit Team, then, will become more involved in the larger life of the school and will be able to share their experience and expertise in designing curriculum and teaching approaches for alienated youth with other teachers at the South High Community School. The ninth and tenth grade math curriculum at the new school will be based on the lessons learned from Orbit.

The Unified Science Team

Joseph Buckley, Robert Krikorian, Thomas Merrell

The Unified Science Team, initiated this year (1977-1978), is an intra-departmental team in ninth grade science which involves about sixty students and three teachers in a program designed to integrate the sciences (chemistry, physics, and biology) through general themes. The theme of this year's team is System. The notion of System is taught through a study of the electric system in physics, the plant and animal systems in biology, and the categorization system in chemistry. Students are divided into three groups and spend ten weeks in each science area. In this way, students have an opportunity to learn from three different instructors and teachers have the opportunity to teach each student in his subject area.

Teachers involved in the team have a common preparation period during sixth period and meet four times a week to plan curriculum and discuss student and program needs and progress. In this way, the team developed an eight-week module for the integrated study of Crystal Pond, which is described in the following pages.

Purpose

The team's purpose was to have every student study a pond in their neighborhood (Crystal Pond). Each student collected data, kept a daily log, and performed experiments. Specific skills and techniques included water and soil tests, use of microscopes to examine animal and plant life, mapping, plotting temperatures, and taking depth readings.

Procedure

Each of the three teachers prepared a series of classroom, laboratory, and field activities. These activities focused on the biological, chemical, and physical characteristics of Crystal Pond.

A group of students remained with a teacher for twelve school days and then rotated. This method allowed us to use the academic strength of each teacher most effectively. Each teacher organized the lessons as follows:

Four days of classroom instruction.
Four days at the Pond working and collecting data.
Four days of laboratory activities within the classroom.

The team's assignments are represented in the chart on the following page.

UNIFIED SCIENCE TEAM 1978 4th SEMESTER CALENDAR

Team Teachers	Team Name
Mr. Buckley	A
Mr. Merrell	B
Mr. Krikorian	C

APRIL 24 A	25 A	26 A	27 A	28 B
MAY 1 B	2 B	3 B	4 C	5 C
MAY 8 C	9 C	10 A	11 A	12 A
MAY 15 A	16 B	17 B	18 B	19 B
MAY 22 C	23 C	24 C	25 C	26 A
MAY 29 No School	30 A	31 A	1 A	2 B
JUNE 5 B	6 B	7 B	8 C	9 C
JUNE 12 C	13 C	14 Review	15 Final Exam	16 Course Evaluation
JUNE 19 Team Picnic				

Activities at the Pond included tasks in each area such as:

Chemistry

1. Measure a square meter of the pond next to the shore. Describe everything you see telling if it is solid, liquid, or gas.
2. Collect a sample of water. Test it with red and blue litmus paper. Decide if the water is an acid, a base, or neutral.
3. Filter a sample of water. Describe what you separate.
4. Filter a sample of bottom mud. Describe what you separate.
5. Collect five different rocks. Try to find at least two with some rust on them (chemical weathering).

Biology

1. Collect a sample from surface of water.
2. Collect a sample from bottom of water.
3. Collect five different insects.
4. Collect five different plant leafs.
5. Collect three different types of animals.

Physics

1. Map the pond. Use the tape measure and graph paper.
2. Map the pond. Use the meter stick and graph paper.
3. Map the pond. Use a ball of string and graph paper.
4. Record the temperature at various locations around the pond. Place the thermometer in the water for about a minute and record the readings in your notebook.
5. Record the temperature at various locations around the pond. Place the thermometer on rocks, in grass, in the sun or shade. Record both the location and temperature.

Postscript

The team's goals extended beyond academic achievement. We honestly believe that because of this experience, we will be somewhat prepared for our move to our community school. What is more important is that we have been able to work with this year's students in a variety of interesting ways. It has been professionally satisfying for the three teachers to have had this opportunity to work and plan together.

The Peer Counseling Program

Alison Smith and Nancy Welbourn

Peer Counseling is a concept based on the premise that youth are a valuable resource to their community, and with appropriate training and preparation can be an asset to a school's smooth functioning. This program utilizes the talents and abilities of youth in a positive and responsible position as the counselor (para-counselor) to another student. This is accomplished by training high school students in counseling techniques and skills; with the students representing all elements of the school population. Upon completion of the training, students become counselors to other students and are available throughout the school day.

Why Peer Counseling?

This program is based on similar programs in Vermont, yet evolved out of the unique needs of South High School. The program evolved from the expressed concern of guidance and administrative personnel that there was an overabundance of students with needs, yet not enough hours or days for these foks to serve them. The question then became, "How could some of the less severe more social needs be met and by whom?" At this time, peer counseling was mentioned, and as discussed below, was introduced into South High School.

Organization

We recruited the first group of peer counselors by asking teachers and guidance counselors to recommend those student whom they thought would make good counselors. We asked them to think not just in terms of students with "A" averages and perfect attendance records. Our intent was not to get just the top five percent of student from each class, but a wide variety of students from varying academic and social backgrounds. We compiled a master list with all the names of the recommended students and then invited them down to the office in small groups to explain the program to them. The students who decided they would like to participate in the program attended an introductory meeting. Because peer counseling had to be hand scheduled into the main schedule, we lost some students who we were unable to fit in. We finally started out with a group of twelve students: seven girls and five boys, who met for classes two periods a week throughout the first semester.

For our second group of peer counselors, we decided to try a different process of recruitment. We advertised at the Curriculum Fair and spoke to several classes as well. We decided we would allow any interested students to sign up and try the program. Although we did not get a large response, the five students who did sign up were very enthusiastic. This second group of peer counselors have been meeting Monday afternoons

for one period and every Monday evening from 7:00-9:00 p.m. as well. The meeting in the evening after school hours was due to scheduling conflicts. Actually, we discovered that the students preferred the more informal atmosphere of the evening sessions. As teachers, we found that we could cover a lot more information and make more progress in one two-hour session than two or more separate class periods a week.

Outline of the Course

The program of training for the peer counselors lasts an entire year. During the first semester, the first group of students attended classes for approximately two hours each week. Alison Smith and Nancy Welbourn were the Team teachers for these classes. The curriculum focused on three main areas: (1) self-awareness and inter, intra-personal development; (2) information (issues deemed important by the students); (3) counseling techniques. The skills which the students acquired during this period of training were: the ability to listen to another, the ability to observe and evaluate the behavior of others, the ability to be aware of and evaluate their own behavior, the ability to be in touch with their own feelings and the feelings of others, the ability to constructively respond to another person's problems and feelings, the ability to utilize problem solving and decision making techniques, the ability to develop alternatives of action when faced with a problem, and the ability to behave in accordance with, and to demonstrate knowledge of, the basic strategies and ethics of counseling. (Taken from the Peer Counseling Manual, Chitenden County, VT.)

Sources of Information

For our counseling training we used The Counselor Training: Short Term Client Systems manuals developed by the National Drug Abuse Center in Arlington, VA. For the Self-Awareness section, we used values clarification activities such as the "Jo Hari Window" and "The Shield", etc. For the Informational section we brought in community people from the Drug center and Family Planning. Our model of training was adapted from the Peer Counseling Program developed by Ned Strauss in Chitenden County Vermont.

During the second semester, Alison and Nancy began training a second group of peer counselors. Meanwhile, the first group of students had completed their counselor training and were ready to actually begin counseling other students. Marge Ory and Jo Ann Dizarro (from Child Study) arranged for the peer counselor to meet with clients and also provided them with individual and group supervision and guidance every week. It is hoped that next year the second group of peer counselors will be provided with the opportunity of counseling and any interested students from the first group will also continue counseling.

Ancedote: The Camp Harrington Outing

In order to introduce our first group of student peer counselors to the

concept of peer counseling, we organized an outing at Camp Harrington. The purpose of the day-long workshop was to provide students and instructors with the opportunity of becoming better acquainted with one another in a relaxed atmosphere. Our outing day was lovely warm and springlike. The Camp's atmosphere--the comfortable chairs, the cabin, the volleyball court and the lake--all helped to make students and instructors feel more relaxed and at east with each other. Our day included a wide variety of activities--some serious, others not so serious. The topics of our mini workshops included "Getting to Know Each other", "Self-concept", "What is Peer Counseling". In addition to these workshops we played volleyball, had a cookout and played such games as "toss the egg and chew up crackers and whistle". The key to the success of the day was that students and teachers alike were participating in all the activities and interacting with each other. We found that students and teachers were able to get to know one another as "persons" and not just as "teachers", "administrators", or "students".

Recommendations

Based on our experience this year, we recommend the following:

Peer counseling needs to be taught in similar fashion to other academic courses in terms of time requirements.

More encouragement and support from faculty and administration in terms of utilizing peer counselors as a resource.

Peer counseling needs to be given as much consideration as other subjects in terms of public relations, curriculum guides, fairs, etc., and in terms of course credit.

The Special Education Program

Special Education Staff

The Special Education Program at the South High Community School will be a model program of the State. The teachers assigned to the program have worked this past year (1977-1978) as a team to develop a program which will serve the needs of our special students as well as the needs of regular classroom teachers involved with special needs students in mainstreamed classes. In the pages that follow, we present a philosophy and overview of the program we've designed and some guidelines for dealing with the difficult problem of assigning grades to mainstreamed students. In the final section of this article, Dorothy Edgington of the Physical Education Department describes the training program for Responsible Aides to the Handicapped that she has developed.

Philosophy and Overview

The special education unit at the South High Community School will be an integral part of the total school program. The school, as a physical facility, is designed to support the needs of the physically handicapped and the unique special educational unit will provide necessary educational support for students with many types of special needs.

The special educators, working as a comprehensive team, will provide appropriate services to students identified as having special needs as well as providing assistance to regular educators.

The primary purpose of special education at the school is to enable special students to make maximum progress toward their potential for independent living; functioning in the world of work; and being fulfilled human beings; participating and contributing members of their home, school, and community. Specific individualized instruction will be given in academics (i.e., Practical Math, Functional English), social and behavioral adjustment, and occupational/vocational preparation and training. To ensure practical and realistic training the community will be utilized as an instructional extension of the school.

Special Education will be responsible for implementation and delivery of services for appropriate individual educational programs as set forth in individual educational plans (IEPs) and state and federal statutes.

The student shall be the focal point of the program and services for meeting total special educational needs will be provided (i.e., Individual Educational Programs, Small Group and Individual Instruction, Occupational Training and Preparation, Occupational Therapy, Physical Therapy, Speech, and Counseling). The development of self-confidence and emotional maturity will be encouraged, and students will be

mainstreamed according to their capabilities into regular classes whenever possible and appropriate to the goals and objectives of the student's individual educational plan.

Chapter 766, P.L. 94-142, and Sec. 504 stress the importance of students with special needs and physical handicaps becoming regular members of the school student body, whenever feasible. All special needs students of South High Community School will be encouraged to participate in as many school activities as possible (i.e., swimming, sports, access to clubs, school functions, yearbook, class rings).

Understanding and cooperation of regular educators will play an important supportive role in making special education programs successful. Assistance will be provided to regular educators in the form of ideas, materials, suggestions, demonstration of techniques, and conferences in order to make integration and mainstreaming effective. Special educators will also be a resource to regular educators to discuss educational difficulties encountered by regular students and to provide assistance or make an appropriate referral. Opportunities for special inservice training will also be available.

Special Education team members will function as a working unit. Opportunities for ample flexibility will be included and periodic reassessment and evaluation of participation in the Occupational Training & Independent Living Program will be made. Recommendations will be sought and used to make changes which would enhance the quality of programs offered.

Policy Statement on Marking of Special Children

The new programming for special children on a national scale nas brought to the forefront many complex issues concerning their education. Much concern today is focused by educators on the marking of the report card for these special students.

This issue is difficult because two teachers are generally involved in giving each mark. This comes about because most of the special children are either programmed out of resource rooms into the mainstream of the school or they are supported tutorially in the mainstream by resource teachers. To assist the professionals involved in this cooperative system, we submit the following philosophy.

Each special child has a potential that has been designated through testing, teacher observation and past academic achievement. We, therefore, suggest that the two teachers in a cooperative atmosphere evaluate each child's academic performance as it relates to his or her potential and arrive at a mark that is weighed against the child's know potential. We are, therefore, suggesting that these students be in competition only with themselves and no others--that they be given the opportunity to feel that they are striving toward their potential and that they have full knowledge that the teachers dealing with them are working toward

the same goal.

We fully realize as we suggest this method that our society and our school system often mark in a competitive style. We ask that you set this aside. We ask that in the most professional way you mark each special child as you yourselves would wish to be marked, knowing that the feeling of success is wonderful when you earn it and knowing if you fail, it is because your efforts were not enough. This is a suggestion that offers conflict and controversy, but these limited students are not able to cope with our normal expectations, so it is we who must adjust. It is we who must honestly demonstrate that we are able, concerned, and truly teachers.

Project RAH

Dorothy Edgington

In order to meet the unique needs of the many handicapped students who will be attending South High Community School, the Physical Education Department has designed a program called Responsible Aides for the Handicapped (RAH). This course is based on the following proposals:

1. That each Special Education student be offered an individualized program of Physical Education.

2. That interested sophomores, juniors, and seniors of the regular student body be trained as Physical Education Aides so that they can assist handicapped students in the gymnasium.

The First Semester

The RAH Program will meet twice a week and for the first month, it will be held exclusively for aides. At that time, members of the regular student body who have elected to take this course will attend lectures so that they will become fully aware of the role and the responsibilities of an aide. At the end of this orientation period, each aide will be assigned to one Special Education student.

For the rest of the semester, aides will continue to meet in the classroom for one session a week. They will learn about specific disorders in the areas of the mentally handicapped, the physically handicapped, the hearing handicapped, the visually handicapped, the emotionally handicapped, etc.

On the second meeting of the week, each aide, under the direction of the Physical Education teacher, will work with his or her Special Education student to provide a program of Physical Education which has been planned to meet the needs of that student.

Whenever it is appropriate, the Special Education student will be mainstreamed and with the help of the aide, will participate in the regular Physical Education class.

Since this may not be possible in all cases, Special Education students who cannot be mainstreamed will be assigned to a small class of Adapted Physical Education where aides, under the direction of the teacher, will provide them with individualized instruction.

The Second Semester

During the second semester, classroom lectures for aides will no longer be offered. Instead, they will meet with their Special Education

students twice a week. It is hoped that one of these classes will take place in the pool so that each Special Education student will have a "buddy" in the water who will give him or her individualized swimming instruction.

The second class of each week will meet in the gym to continue the program of Physical Education or Adapted Physical Education that was begun in the first semester. This program, while dealing with the problems of the handicapped, will at the same time, provide members of the regular student body with an invaluable opportunity for vocational training.

Because it serves such basic needs, it is hoped that the RAH Program will contribute to the unity of the student body of South High Community School as well as enable the Physical Education Department to meet the high standards set down in P. L. 94-142.

School Building and Plant Maintenance Course

James Riordan

This course is designed to operate two consecutive periods and offers two credits to the pupils enrolled. Offered first as a pilot course in 1976-1977, it will become an integral part of the curriculum at the South High Community School in 1978.

Project Description

The maintenance of office, industrial, educational, and public buildings is a complex operation calling for many different skills and methods if the job is to be accomplished efficiently. The scope of this subject is so broad that a complete course in every phase of building and plant maintenance is impossible. However, this course is designed so that the basic guiding principles will be presented in a practical manner.

School Building and Plan Maintenance at South High School is designed to give the pupils actual on-the-job training within the school plant. It embraces all phases of repair and maintenance work that is necessary to keep a building in proper repair. Throughout this course, information will be presented on the subjects of painting and decorating, plumbing and pipe fitting, concrete and masonry, carpentry, roofing, glazing and caulking, sheet metal, electricity, insect and rodent control, heating, maintenance and management, and custodial practices. Each of these different subject areas is important in the maintenance of every building whether large or small. Throughout the course, safety while working will be stressed.

Psychological Foundations

This course is based upon one of John Dewey's basic principles: "Sound educational experiences must involve continuity and interaction between the learner and what is to be learned." Or to put it simply, this course will provide experiences which will prepare a person for later experiences of a deeper and more expansive quality.

In order to accomplish this, the instructor must survey the capacities and needs of the particular group of individuals with whom he will be dealing, and at the same time arrange the conditions which will provide the subject matter or content, for the experiences that will satisfy these needs and develop these capacities. The planning must be flexible enough to permit individuality of experience and yet firm enough to give direction towards continuous development of power.

Sociological Foundations

School Building and Plant Maintenance is not organized like any other program at South High School.

1. Students do not remain in one room or area. Rather, they use the entire school plant and grounds as a laboratory for growth experiences.

2. Students do not work on "their own projects" which they will take home when finished. Rather, they work on "school projects" which will benefit the entire school population.

3. Students have opportunities to work both as individuals and in groups while developing the skills which are necessary to keep a complex school plant operating efficiently.

There are two additional social changes which this "open" type of school environment will foster:

1. Students will be allowed to make choices concerning the learning activities in which he/she will become involved with.

2. Each student will be held accountable for his/her own individual development.

Personnel Involved

Pupils involved in the Industrial Arts program at South High School during the 1975-1976 school year were introduced to the base principles of this new program and given the option to elect it for the 1976-1977 school year. Thirty-eight students chose this course for the 1976-1977 school year. Using the following criteria, the instructor selected fifteen students: (a) pupil's future plans, (b) pupil's background in industrial arts, (c) pupil's attitude and maturity, and (d) pupil's grade level (priority to seniors whenever possible).

The teacher for the course is Industrial Arts teacher James R. Riordan.

Another agency involved was the Worcester School System's Department of Governmental Assistance for federal funding.

Samples of Work Completed by Course Participants

- General clean-up of the school court yard.
- Leveled the school parking lot.
- Repaired seats in the auditorium.
- Replaced six broken windows in Room 42.
- Designed and constructed four lower-level window screens.
- Repaired a table in the co-ed food line.

- Designed and constructed a photography table.
- Repaired a science cart.
- Designed and constructed an audio-visual order form box.
- Attached a photo supply storage shelf to wall.
- Repaired desk draw guide in Room 42.
- Remodeled the woodworking office.
- Designed and constructed lathe tool box.
- Repaired old lathe in Room 42.
- Installed bulletin board in the Social Studies office.
- Designed, constructed, and installed a bulletin board in Room 34.
- Designed and constructed a business maching storage area.
- Repaired 11 cafeteria chairs.
- Repaired 4 cafeteria tables.
- Designed and constructed electricity tool supply cabinet.
- Repaired a chair in the guidance office.
- Refinished a cabinet in the foreign language department.
- Covered a broken window in the men's teachers' room.

Plans for the Future

The title of the course will be changed to "Building and Grounds Maintenance" and will take advantage of the setting of the South High Community School to develop a curriculum in landscaping and grounds work. In 1978-1979, the program will remain as it is. Plans to expand in 1979-1980 to a three period a day program are on the drawing boards.

American Ethnic History Course

Elijah Cambra and Nancy Welbourn

The educational program described in the following pages was designed in response to the social and educational needs of students at South High School. The program is based on the ethnic and racial realities of Worcester, as well as the United States in general. The program is designed to develop in students an awareness of the political, social, and economic realities of selected racial and ethnic groups to promote better understanding and interaction among students.

Contrary to popular myth, the many ethnic, racial, and cultural groups comprising the population of the United States have maintained distinctive identities and cultural elements. Many European ethnic groups have, in the past, been victims of prejudice and discrimination, as have Blacks and other non-white groups, which has helped to determine their position in the social and economic life of America. In addition, Black and Puerto Rican Americans, among others, continue to experience racism in all spheres of human activity.

Educational institutions are in a unique position to aid the resolution of these large social issues through the instruction of the young. Many students lack knowledge and awareness of their own ethnic and racial background and their local communities, let alone the backgrounds and communities of others. This situation tends to aggravate intergroup conflict as well as prevent the schools from effectively including these issues in the curriculum. This program is designed to constitute one small step in the process of resolving this dilemma. Specifically, the program will seek to meet three basic goals:

1. To assist students to function more effectively in the larger society, their own ethnic group, culture, and community, and other cultures and communities.

2. To increase students' awareness of the histories and cultures of relevant, selected ethnic and racial groups.

3. To increase students' awareness of the many social, political, economic and racial/moral issues confronting ethnic and racial communities.

This program was offered as a course alternative to the regular American History courses offered in the school and served as a pilot for an expanded, two-period course offered in the Fall of 1977. In 1978-1979, the course will be offered as part of the curriculum at the South High Community School.

The primary goals of the course are:

1. To involve students in the examination of the histories and issues related to Black, Puerto Rican, and Irish Americans and other ethnic groups in the United States generally.
2. To involve students in the examination of the histories and issues related to Black, Puerto Rican, Irish Americans and other ethnic groups in Worcester, specifically.
3. To involve students in examining the social history of the United States from the Colonial period to the present.

Objectives for the course include:

-- Assisting students to develop and refine research skills in social studies and in general social data collection.
-- Assisting student growth in the basic skills of organizing, interpreting and evaluating social data and ideas.
-- Helping students improve their uses of verbal, written, and graphic communication.
-- Enhancing student reading skills.
-- Enhancing student awareness of their own ethnicity, race, and culture.
-- Improving student awareness of and understanding of other cultural, racial, and ethnic groups.
-- Involving students in examining national and local history and government from the perspectives and histories of various racial and ethnic groups.
-- Involving students in the examination of the U.S. Constitution, Bill of Rights, Declaration of Independence, the Constitution of the Commonwealth and local founding documents from the perspectives of various racial and ethnic groups.
-- Involving students in examining and being involved with their own and other communities in the City of Worcester.
-- Involving students in examining the issues of race, poverty, values, and culture.
-- Assisting students in developing more positive and realistic views of themselves.

The program is interdisciplinary, utilizing history, political science, anthropology, sociology, literature, and the fine arts. The course also involves periodic visitation trips into various segments of the Worcester community and to selected community agencies. The interdisciplinary and experiential learning processes have the advantage of exposing students to different viewpoints and lifestyles for studying, comprehending, analyzing, and evaluating the course subject matter. These processes also aid the development of specific student skills and tend to carry over into the personal behaviors and attitudes of students.

Program Activities

Students are involved in the following activities:

1. Extensive use of the Worcester community as a research and observation resource.
2. Written and oral articulation of ideas, positions, and information gathered by students from the community and classroom materials.
3. Role-playing and simulation of real-life political, social, and moral issues extant in the society.
4. Class and group discussion of the materials and issues in the course.
5. Listening to guest speakers and participating in visits to local points of interest.
6. Participating in designing classroom activities.

Course Materials and Reading Resources

Textbook: Minorities: U.S.A. Finkelstein, Sandifer and Wright, Globe Publishing Company, 1976 edition.

Textbook: A High School History of Modern America. Shafer, Augspurger and McLemore.

Resource: Developing Unity Among Diverse Peoples. Edgar and Kensworthy, Ginn and Company, 1974.

Resource: History of a Free People. Bragdon, McCutchen, McMillan, 1973.

Resource: To Touch The Earth. McLuhan, New York, 1971.

Resource: Worcester's Ethnic Groups--A Bicentennial View. Cohen, Worcester, 1976.

Resource: Massachusetts--A Guide To Localized History. Reid, New York, 1965.

Sample Unit: 1950-1970--The Difficult 20 Years

The purpose of this unit is the treatment of Post World War II America as a single historical phase. The dominant theme will be rapid social change and the "shrinking" world.

Objectives:

1. To involve students in examining this historical period preceding their own emergence into adolescence.
2. To invoke students in examining and interacting with each other on the major changes in American society from 1950-1970.
3. To assist students in developing informed personal analysis of contemporary American life.
4. To invoke students in coping with the many value conflicts of American society that emerged during the 1950-1970 period in our history.
5. To involve students in examining the conditions and actions of American ethnic groups in recent history.

6. To assist student understanding of the nation that they have inherited.
7. To assist student understanding of new beliefs and philosophies extant in contemporary America.
8. To increase student understanding of and ability to interact with members of the diverse groups of people who compose American society.

Content:

The content topics and ideas of this unit necessarily omit some noteworthy events and movements. It is intended that the period 1950-1970 be seen as a single historical phase. To accomplish this, central trends, events, movements and concepts are concentrated on. Lessons will be taught on the following:

-- The Eisenhower years.
-- The Kennedy years.
-- The Johnson years.
-- The Nixon period.
-- Civil Rights to Black Power.
-- The World: 1950-1970.
-- Growth and change.
-- Constitutional Amendments.
-- Supreme Court decisions.
-- Civil Rights Bills.
-- The Economic Opportunity Act.
-- The "War on Poverty".
-- The "New South".
-- Urban America.
-- Labor movements.
-- Ethnic voting behavior.
-- The Korean and Vietnam Wars.
-- Police actions in the world.
-- Immigration in "The Difficult 20 Years".
-- Ethnic group relationships.
-- The Student movements.
-- Black life and culture.
-- Puerto Ricans.
-- Chicanos in the West.
-- Liberalism, radicalism, conservatism.
-- Rebellion and revolution.
-- Democracy, capitalism, dictatorships, communism, socialism.
-- American class structure and ethnicity.
-- The re-emergence of native Americans.
-- New woman and Human Rights.
-- You and Your Parents: 1950-1970.
-- American ethnic groups and major national events.

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Schlesinger, Arthur. Violence: America in the Sixties. New York: Signet.
Blaustein and Zangrando. Documents of Civil Rights and the American Negro. New York: Washington Square Press.
Galanza, Ernesta. Barrio Boy. New York: Ballantine.
Leinwand, Gerald, ed. Racism. New York: Pocket Books.
Lomax, Louis. The Negro Revolt. New York: Signet Books.
Meir and Rudwick. Black Protest in the 1960's. Chicago.
Carmichael, Stokeley. Black Power.

Sample Unit: Italian Americans

Objectives:

1. To familiarize students with the history and general life conditions of Italians in the United States.
2. To acquaint students with the causes of Italian immigration.
3. To involve students in examining Italian-American culture and group development in the United States.
4. To assist students in understanding the two-way impact of immigration.
5. To involve students in examining the contributions of Italian-Americans to U.S. society and their relationships to historical events and contemporary American life.
6. To involve students in examining the historical and contemporary relationships between Italian-Americans and other ethnic and racial groups in the United States.
7. To sharpen students' understanding of historical causation.
8. To assist student development of research and interaction skills.
9. To create conditions in which students may find personal meaning in historical investigation.

Content:

Specific lessons will be taught that focus on the following topics, concepts, and ideas:

-- Conditions favoring immigration of Italians to the United States.
-- Old World Italian culture and social conditions.
-- Immigrant living conditions and opportunities.
-- Nativism and Italian immigration.
-- U.S. immigration legislation and Italian immigrants.
-- U.S. economic and political conditions during Italian immigration.
-- Italian-Americans and other ethnic and racial groups.
-- Italian immigrants and U.S. social structure.
-- Italian immigrants and American values.
-- Cultural conflict: Americans and Italians.
-- Italian families and communities.
-- Contemporary lives of Italian-Americans.
-- Relationship of Italian-Americans to major social events.
-- Italian-Americans and American democracy.

As appropriate to the content and the students, various teaching methods will be utilized. Inquiry, valuing interactions, field and document research, class discussion, and student opinion writing are among the approaches to be used.

Student Activities:

Completion of this unit by the students can be accomplished in a number of ways:

The student can write a 5-10 page research paper on any one of the following topics:

1. Culture of Italian-American communities.
2. Italian-American contributions to U.S. history and society.
3. Relationship between Italian-Americans and other American racial or ethnic groups (can be specific to Worcester).
4. History of prejudices against Italians (stereotypes, fears, results).

The student may write a 5-10 page paper and/or make a presentation to the class on one of the following topics:

1. Italian-American life in Worcester. This paper or presentation should be made from the standpoint of someone inside of or close to Worcester Italian society. It should touch on family and community life, values, central activities, occupations, etc. Breadth and clarity of coverage is important.
2. "An Italian-American Family". Student may trace his or her own family or a friend's from arrival in the U.S. to the present. Major events, difficulties, economic beginnings and changes, and lineage with descriptions of individuals should be included.
3. Lives of Italian immigrants. Interviews of Italian senior citizens, family stories, and other sources can be used to develop a portrait of the impact of immigration on personal lives.

The student may develop a brief opinion statement on one of the following topics or concepts:

1. "Is America a melting pot, fruit salad, or layer cake?" This paper will explore the question of whether or not groups remain separate with separate cultures, or mix together in the creation of a new society and culture, or whether or not groups of people occupy specific statuses in the social order.
2. Cultural conflict. A paper on this topic will concern the student's opinion on the nature and effects of the conflicts that ensue when members of different cultures come in contact with each other.
3. Differentness and sameness. This topic requires a paper that gives voice to the students' opinions on the differences and similarities among Americans.

Any of the above choices can be done singly or in groups of two or more upon permission of the instructors.

If the student prefers, he or she may take a unit quiz in lieu of or in addition to any of the choices above.

A New Economics Course

Lawrence Meehan

The object of an Economics class now being offered at South High School and soon to be offered at the new South High Community School in Worcester, is to make what some consider the "dismal" science into an interesting and even exciting experience. Topics such as land, capital, security, efficiency, marginalism, market, supply, demand, distribution, and the like, can have little interest for a youth of high school age. Why not introduce a young person to the business world in a way that will make him or her want to know more about those topics? This can be done by focusing on free enterprise and the stock market. J. C. Penney did not find free enterprise dull nor did Charles Dow find the stock market a bore.

We have subtitled the Economics course, "Free Enterprise and the Stock Market", and in the first half year, the students are made familiar with some of the successes and failures of the business world. Fascinating success stories can be found in a book such as The Young Millionaires by Lawrence A. Armour. Moving on from these recent examples, students then discover what they can about names like Singer, Filenes, Macy, Woolworth, Penney, Kresge, Ford, Edison, Goodyear, and many others. Who was the great William C. Durant? Why should we know about Ray Kroe? Today's students becoming tomorrow's entrepreneurs could do much to solve the nation's unemployment problem.

The second half of the course concentrates on the stock market, which had been referred to from time to time earlier. Now those "success figures" wuch as Ford and Kroe can be recalled as their companies are taken up in terms of stock market activities. In addition to textbook material, day-to-day happenings are followed in the Wall Street Journal. The stock market seems to intrigue the student and prompts innumerable questions. The hope of future monetary gain would seem to be one reason for this. Another might be the fact that the stock market is much like a game. Buyers, sellers, and observers are all seeking to peer into the future. Active participants in the stock market can find an outlet for the national desire to take risk in order to achieve some worthwhile goal. One can learn to cope with success and failure by taking part in the stock market. Here one finds drama and adventure.

section 4
improving instruction

In this section of the Sourcebook, additional expert teachers present descriptions of their own innovations in their classes. Grace Scola's article opens our discussion as she presents an overview of the "Values Clarification" approaches she has developed and used in her classes at South High School. Al Petkus then describes a unique student-teacher interaction which encourages us to expand on our notions of what can happen between teachers and students in a school. Francoise Hogan's article draws us back into the formal classroom which has undergone a change from large group to small group and individual self-paced instruction. Bob Krikorian then affirms that "contracts work!" Following on that, Ann O'Brien shares a change she made in the seating arrangement in her math class and Ron Hidenfelter describes the alternatives in classroom procedure he adopted in a difficult seventh hour class. Dorothy McIntire then presents an analysis of the various classroom changes she has made, followed by Charles Houghton's documentation of his personal transition from regimentation to flexibility. Finally, Deidre Loughlin describes how she found an alternative to memorization in her class through the use of a card game called "Acid Rummy".

The teachers who have contributed to this section represent a larger number of people who have experimented with new forms in teaching and organizing instruction. We present their innovations here as a way to encourage others to try something new and as a way to advertize the expertise of our contributors and to promote their being used as resources.

Values Clarification: Affective and Effective Learning

Grace Scola

Values clarification is an affective approach of teaching whereby the students are given the opportunity to identify their own values and have experience in affirming and acting on these values in a socially acceptable manner. Seven criteria must be met for a value to result, namely:

1. Choosing Freely: Values must be the result of free choice if they are to be really valued by the individual.

2. Choosing from Alternatives: Only when a choice is possible can a value result.

3. Choosing after Thoughtful Consideration of each Alternative: The important cognitive factor is that a meaningful and intelligent choice will emerge only after consideration of alternatives and consequences.

4. Prizing and Cherishing: The choices we are glad to make result in values we hold dear or prize.

5. Affirming: A choice, made freely and gladly after considering alternatives and consequences must be affirmed publicly when necessary, otherwise it is not a value.

6. Acting upon Choice: A value gives direction to one's life and affects our behavior.

7. Repeating: In order for a value to be present, it must be acted on in a consistant manner, not here today and gone tomorrow.

Values clarification is a process by which the teacher helps the student elicit feelings, become accepted by his peers and thus develop a positive self-concept whereby he will feel good about himself as a worthwhile person. The child who feels good about himself, experiences success and is more interested in school and performing successfully.

At the secondary level, each student has three concerns: Who am I? Where am I going? Where is my Power? Values clarification can help him identify these concerns and receive help in problem solving and conflict resolution. To achieve this end, the teacher must provide a non-threatening, accepting atmosphere; that is, one in which the child is comfortable, physically and mentally. (Many of us have seen students leave the structured classroom and opt for an alternative program. In my opinion, many do so because the classroom atmosphere is threatening, and they have been unsuccessful in feeling accepted by their peers.) A low-key atmosphere is accomplished by arranging the chairs in a circle so

that students can get support from and learn to give support to classmates, otherwise it will be impossible to break down defenses. By accepting, the teacher sits in the circle relaxed with an encouraging demeanor (arms not folded). The teacher's role is to encourage interaction, to reinforce positive feelings, to reaffirm that there are no "right" or "wrong" answers, and that no one has to share and may opt to "pass" at any time. (For some few students, it may be four to five months before they feel comfortable enough to risk sharing.) It is important that the teacher be friendly and discuss group process so that there will be effective interaction during group discussions. Students must be informed that:

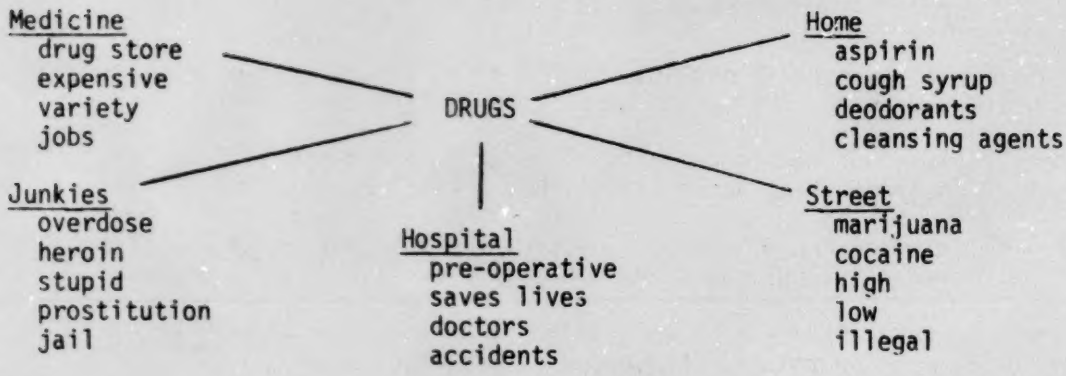
1. Confidentiality is a must so that risking the articulation of one's thoughts and feelings will be respected.
2. Listening actively to what is being said so that even though you may not agree with the speaker, you will learn to appreciate and respect his opinion and understand why he feels as he does.
3. Respect, which means that "killer statements" and "put downs" such as "that's dumb" or "you're crazy" are not allowed.
4. Positive focus and feedback, simply stated, means that teacher and students concentrate on one another's strengths and verbalize the good things out loud.

I'm sure this may seem confusing to some readers, so let me explain how to try values clarification in any class the first week of school!

After everyone is in the circle (including the teacher), have each person write down their favorite food, favorite TV program, favorite sport, favorite event that summer; then count off by two's, and each share their list. This is an ice breaker or warm-up exercise which will help the students relax and be relieved of tension. Then the teacher could use the flow chart technique, which means writing one word on the board and asking the students to call out the first thing that comes to mind and then building off that. An example is shown on the following page that could be used in Health Education before starting a unit on the Use and Abuse of Drugs.

The teacher could consider this strategy as input by the student to determine what would be valuable and relevant to include in a curriculum on drug abuse. The teacher must constantly give positive feedback such as "thank you", "great","that's interesting", "thank you for sharing", and must encourage students to do the same.

Oneof the most effective methods of teaching the student to focus in on another student and listen actively is in the event Mary is speaking and John whispers to Tom, the teacher holds up his/her hand, nods at John and John says to Mary, "I'm sorry, Mary." This method develops respect, and students do learn to value and be valued by their peers. It may be the first time in a long time that in your class some child may be thanked, or apologized to, or listened to--which will certainly help to enhance



his self-image. The last five minutes of the class should be set aside for closure, in which the teacher sums up in a few sentences the learning activity or else the students write an "I learned" sentence, and those who choose to, share their statement with the rest of the class.

Teaching by using values clarification techniques is fun for the teacher and student, but it is misunderstood by some teachers who do not realize that the teacher who sits in the circle is constantly involved, interpreting body language, processing and communicating, and is on many occasions, mentally exhausted at the end of the day. Also inherent in the values clarification process which is often overlooked is responsibility. The student, over a period of time, does come to the realization that he/she is responsible for his/her choices and decisions.

Values clarification is one very effective approach to learning and could very easily be incorporated into most curriculum--even one which demands a concentration on the cognitive aspects.

One of the most satisfying aspects of teaching by this method is that the circle draws both the isolated and the hostile child into a secure place, and over a period of time (sometimes up to five months) the isolate is no longer an isolate; the hostile child has dropped his defenses--they have risked sharing--been listened to, valued, and have developed personal success and growth.

For those teachers who haven't tried some teaching in a circle, please do. Pick only those values clarification techniques that you feel comfortable with--don't pressure the kids to share. I found the hardest thing for me to learn was to wait for someone to share--it used to seem like an eternity. Finally, I timed the waiting period, and it was usually less than 30 seconds. Once in a while no one will share, but this is rare. I hope you'll take the plunge, and try it as an alternative--you'll enjoy it. You will see the students in a different light and, hopefully, both you and the student will understand, enjoy, like, and care about each other more as people.

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Encouraging Student Talent

Al Petkus

Prelude and Development

One of the many problems within a school is the inability of teachers and students to get together to develop special talents on a one-to-one basis. The time factor is one reason. Another reason is student-teacher attitudes toward one another. Students think of teachers as non-human teaching machines that only know about biology, history, mathematics, etc. Teachers reflect this attitude in terms of "since students don't care about us as humans in the first place, why bother to develop a more personal relationship different from the general academic climate?" A disservice is done in both cases since:

1. Teachers may have talents undreamed of by students, thus showing their humanity.
2. Students with like special talents never have access to teachers who could be of help in developing those talents.

With these attitudes in mind, it came to my attention that a student showed some talent in music which was raw and unpolished. Having some acquaintance with music, I made it a point to meet with this person and suggest the possibility that we might get together and work on some duets. The point was that he had never really accompanied another individual, and some excellent musical training can be derived from such exposure. The training involves motor development; learning to listen; self-expression; and self-discipline. More important still is the development of ensamble--the working together to achieve an end. Psychologically, this one-to-one relationship can result in the building of self-esteem. Human equality is developed since the music becomes a common ground upon which communication is built.

In suggesting that we meet, I foresaw three basic problems: What might be the best approach in making the suggestion? If we did meet, what music should be chosen? When should we meet? While the student was practicing, I wandered over and made the remark that I thought he played quite well, and wouldn't it be a good idea to play some duets sometime. His reaction was, "Gee, thanks for the compliment, and why not?" In choosing something for performance, I used the following criteria: (a) the technical difficulties inherent in the piece should be challenging and yet not so diabolical as to be frustrating. Therefore, the piece chosen was Beethoven's Romance in F, op. 50; (b) both parts should be of interest so that soloist and accompanist could shine.

The time we met was at 2:00 p.m. so that there would be no interference with classes or other people.

Coda

In evaluating this experiment, I found the following to be true:

1. The student became motivated to the degree that he spent much time practicing.

2. The student took criticism and correction in a positive manner.

3. The student really enjoyed the experience.

4. The student made a real effort to improve upon his performance.

5. The teacher had a ball.

6. The teacher, in making sure not to frustrate the student, made mistakes purposely so that the student became aware that perfection is not inherent in teachers.

7. I should add that the teacher made errors through commission as well as omission.

8. There was evidence that this type of activity should be carried on based upon student request.

Using Self-Paced Instruction

Francoise Hogan

It is a well-known fact that change is difficult to effect and contingent upon many factors, not the least of these being ourselves. In the field of Foreign Languages change has come slowly. The realization that many changes were occurring, such as individualization for example, came to me at an excellent seminar held at UMass, Amherst, several summers ago. The arrival of the Teacher Corps Project at South High School the following summer, convinced me that I should originate some changes in the area within my control--the classroom, and my classes. My decision was to devise and develop a different teaching technique, but it had to be a method that I could be comfortable with while showing positive gains for the students and fulfilling my goals and purposes.

The programmatic regularities that I wanted to change were the traditional teacher-centered classroom method which I had used since I began teaching. Along with this teacher-centered process within the classroom went the two nightly homework assignments and the three regular, general testing for the class as a whole (i.e., quizzes and tests administered to the entire class at the same time.) The work had to be done when assigned and corrected arbitrarily as soon as completed whether or not every student had it done. This compelled slower students to hurry and complete the work in a careless or haphazard manner. It lead to frustration as results and achievement became poorer and tests showed that the material was not covered adequately nor learned thoroughly.

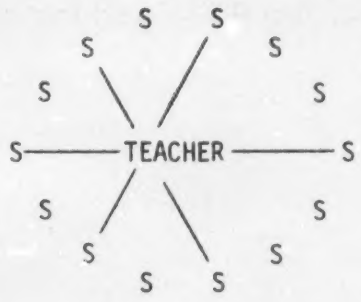
In a chain reaction this frustration generated tension, a defeated and "what's the use" attitude, and the students stopped trying altogether when some kind of reward for their work was not forthcoming. In some cases, this also lead to resentment and misbehavior, disruption, and an antagonistic atmosphere in class.

I began slowly at first with one class at a time; then expanded it to another and yet another. This year, four of my classes work in this way and one does it periodically:

Beginning with very specific directions and guidelines, the students work either individually, in pairs, or in groups, depending on their chosen current assignment. I am a source of information and direction. I answer their questions, give help when needed, and lecture to the class as a whole only when necessary. It has been a necessity to set datelines for completion of work, but in some cases, this stemmed from lack of motivation or maturity or both. If I could picture the old and new classroom, I would do it thus:

Old

New



Because they work at their own speed and cover the material of their choice within each assigment, they are also free to choose the amount of homework they do at home, if at all. Some students work assiduously and diligently during the classroom period, and they do not have to do homework except on rare occasions. But in any case, for all of the students, they may do as much or as little as they choose, providing they meet the datelines for completion of chapters.

The testing is also done with the student readiness in mind. This involves extra work, since the testing can be on an individual basis, as a group, or for the whole class if they wish. It is time-consuming in preparation; administration and correction, but it is worth the relieving of anxiety when unprepared and the absence of tension because it is voluntary. This removes, in part, the fear of failure and frustration, since they prepare for it and determine their own readiness.

This Self-Paced method is no panacea to all ills of the classroom, but it appears to work for most of my classes after changes and revisions to suit my character and style of teaching. Some of the changes have been from:

Regimentation, Lock-in Step ----------> Individual Freedom

Lecturing ----------> Student Exchanges and Cooperation

Arbitrary Rules and Behavior ----------> Flexibility and Adaptation

Tension and Frustration ----------> Relaxation

I would like to think that the students enjoy the classes and look forward to them, but I yet cannot make that statement. Some of them do, but there are still the few who need and require the traditional approach to do their best or even achieve satisfactorily.

In the following pages, I explain my method of self-paced instruction in more detail.

Introduction

For the past seven months, I have been implementing a new approach to learning the teaching of Spanish in my Spanish classes. I designed the new approach during a Teacher Corps course in July and August. I began implementing the program in one Spanish 2 class in early September and consulted the Teacher Corps staff as I developed the program in class. Building on the success of this initial use of the program, I slowly incorporated the approach into my remaining Spanish classes. At present, the self-paced instructional model is in operation in Spanish 1, 2, and 3. What follows is a brief description of the approach as I have developed it:

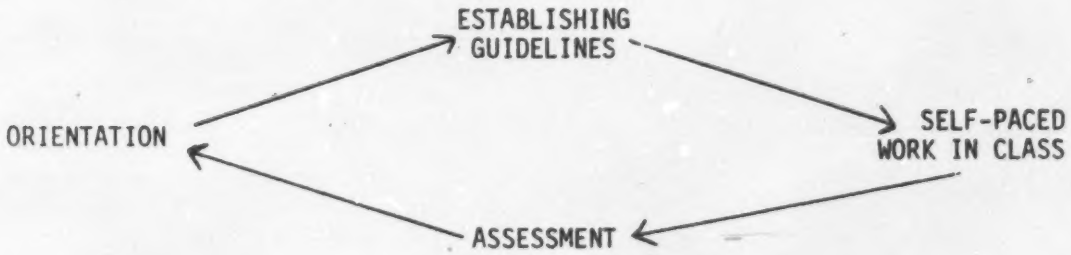
Goals

1. To foster independent learning.
2. To provide for different learning styles.
3. To provide for student interaction in relation to subject matter.

Procedure

The program involves a four-step process:

1. Orientation to content and procedure.
2. Establishing guidelines and expectations.
3. Providing for self-paced work.
4. Assessment of progress.



Each step is described below.

Orientation

In the orientation session, I explain my expectations, how the new program is organized, the students' roles as learners in the process, and my role as teacher in the process. The process is described in writing and is always available for reference in the classroom. It is essential that adequate time be spent in this orientation process. I try to make certain that each student understands the process and can articulate the process before we begin. I also make certain that the program description is posted in a prominent place for easy reference.

Establishing Guidelines and Expectations

I use two books, Usted y Yo (Spanish 1 and 2) and Nuestro Mundo (Spanish 3). I develop guidelines for one chapter at a time. For each changer, I design exercises using a variety of learning approaches: oral expression; listening comprehension; reading of material; writing expression. Students are expected to perform each exercise within a given time frame. Each exercise is divided into specific and related steps.

Self-Paced Work in Class

Students work in pairs or individually, following the guidelines they receive. Students are expected to ask for help from the instructor or from each other. My role is varied. Sometimes I bring the whole class together to discuss a general problem. Other times, I work with individual students in explanation of work, discussion of difficulties and testing of learnings. Most of my class time is spent in individual or pairs as a facilitator of learning. Students work independently and quietly during class time.

Assessment

After students complete the guidelines they are working on, I assess each student's progress. I test oral comprehension, spelling, and syntax. If a student shows mastery of the chapter, he/she begins a new chapter and works on a new set of guidelines. If a student needs more work, he/she is given extra exercises on the chapter and does not go on to the next chapter until he/she achieves mastery.

Evaluation

This method has proved to have both advantages and disadvantages which are described below:

Advantages

1. Students express feelings of freedom and independence. Many students comment, "I can go faster; I can do more."
2. There is a finer rapport and sense of cooperation among students and between students and teacher.
3. The teacher is available to students when needed. Students see the teacher as a resource person who can help with problems as they arise.
4. Test results show more student learning; marks are better and fewer students fail.
5. For several students, this approach matches their learning styles; these students prefer this type of organization.
6. Teacher preparation becomes less time consuming as this approach develops.
7. Classroom atmosphere is more informal and discipline more relaxed.

Disadvantages

1. For some students, this approach is a mismatch of styles. Some students "coast" and take advantage--other students need more structure and discipline.
2. There is more stress on the teacher; more demands are made. The demands are made both inside the classroom in answering student attention and outside of class in doing corrections.

Recommendations

I have found this approach to be one alternative to traditional teaching. I recommend that teachers use it along with other methods that have proved effective. I also recommend that the teacher initiating this approach have access to an instructional aide, teacher apprentice, other teacher or some person to help in the process.

Contracts Work!

Robert Krikorian

Contracts work for me and my students for a number of reasons. Contracts are an alternate approach to learning. They add variety to a course at any level. Contracts have built-in choices so that students may select the mode of learning they wish. Contracts place the responsibility for learning jointly on the student and teacher. Finally, contracts help compensate for various speeds at which we all learn.

There are important characteristics of the contracts which we design. Our contracts include a daily dairy, basic required tasks, a grading chart, a sample and final test, and variety, variety, variety. Each characteristic satisfies either a student or teacher need. The diary provides the teacher with a day-to-day record of the student's activities. The required tasks (indicated on the contract by *) insure that all students complete the basic material and acquire necessary skills. The variety of learning modes are offerred to match students' learning strengths. The grading chart insures that both parties understand and agree at the outset on the grading process. Simply stated, each contract item is assigned a number of points. The final grade is based on the total points accrued. Bonus items are available for added interest and to challenge more able students. The contract includes a sample test to provide a focus for review purposes. A final test helps to insure learning as the goal as opposed to a series of activities performed in isolation.

I prefer a one-page format which concisely itemizes all tasks. A final deadline (date) is clearly indicated. Here is an example of one section of a contract:

Section 4: Things to do, see, and hear.

Cassette tapes--Listen to any one: 30 minutes long (3 points)
60 minutes long (6 points)

Experiments--*Resonance: The speed of sound, #28 in the lab manual (6 points)

Filmloop--Dopplereffect (1 point)
The Single Slit (1 point)

Filmstrip--*Sound waves (8 points)
Masers and Lasers (3 points)

Teacher Demonstration--Lasers and their applications (4 points)

Contracts that include a grading formula help to remove the mystery of grading for students. A clearly outlined grading chart establishes a fair and equitable evaluation system. Here is a sample chart:

Final Grade Computation

1. Total Contract Points	55
2. Total Test Points	4
3. Bonus points	1
Total points	60

Final Grade Chart

A = 72 points
B = 60 points
C = 48 points
40 points to pass

Test Mark	Points
100-90	8
80-89	6
70-79	4
60-69	2

Total Contract Points (for this contract) 80

See sample contract on the following page.

STUDENT-TEACHER CONTRACT

CONTRACT GRADE _____

Name_____

Date Started_____ Date Completed_____

Directions: Keep a notebook similar to a diary. Write the work that you complete for each day.

1. READ

2. WRITE

3. SEE OR HEAR

4. DO

Student's Signature_____ Teacher's Signature_____

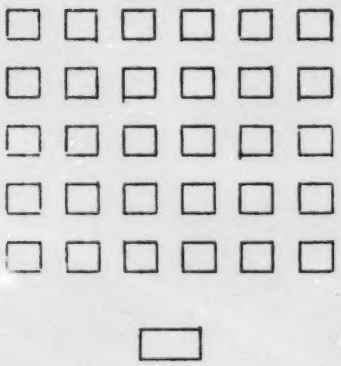
REMEMBER: Attendance + Work Completed = Grade

Utilizing Classroom Space More Effectively

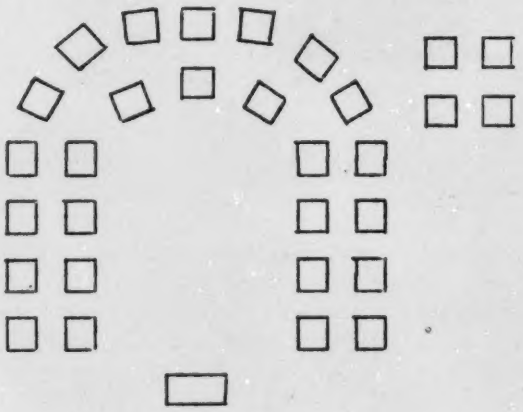
Ann O'Brien

I would like to describe a change that I made in my classroom at South High School which I feel improved the climate for learning. I rearranged the desks from six rows of five each with my desk in front, to a semi-circle arrangement of student desks with mine at the opening.

From this:



To this:



The physical change--a programmatic one--affected a procedural change--a behavioral one--which I hope enhanced learning. Prior to this alteration, when a new concept was introduced, I would explain, illustrate, and demonstrate it. Before giving the class practice examples, I might ask one or more of the following questions:

1. How many understand?
2. Does everyone see that?
3. Who wants me to go over that again?
4. Did I go too fast?
5. Do you have any questions?
6. Who doesn't understand?

Following this adjustment in student seating, I also changed the procedure for introducing a new concept. The concept is still explained, illustrated and demonstrated, but at the conclusion of my presentation, I ask the students to clear their desks of all materials except for a piece of paper and a pencil. I then ask questions which are not to be answered orally by one or two students, but questions to which each student must respond on his/her paper.

I was influenced to make this regularity change after reading Seymour B. Sarason's book, The Culture of the School and the Problem of Change. In his chapter on "Programmatic and Behavioral Regularities", Mr. Sarason states the following in regard to question asking:

From a theoretical and practical standpoint--by which, I mean theories of child development, intellectual growth, educational and learning theory, techniques of teaching, presentation and discussion of subject matter--the importance of questioning has always been emphasized. It is surprizing, therefore, that there have been very few studies focusing on this type of behavior. Sussking (1969) recently did a comprehensive review of the literature...we will now summarize...

1. *Across the different studies the range of rate of teacher qestions per half hour is from 45-150.*
2. *When asked, educators as well as othe groups vastly underestimate the rate of teacher questions, the estimated range being 12-20 per half hour.*
3. *...*
4. *Children ask fewer than 2 questions per half hour.*

...We have here a clear behavioral regularity...I know of no psychological theory or theorists, particularly those who are or have been most influential on the educational scene, who would view this behavioral regularity as a desirable outcome, that is, as one kind of barometer indicating that an organized set of conceptions are being consistently implemented. In addition, I have never read of or spoken to curriculum specialists and reformers who would not view this behavioral regularity as evidence that their efforts were being neither understood nor implemented. Finally, the fact that teachers and other groups vastly underestimate the rate of teacher questioning suggests that this behavioral regularity is not intended outcome according to some part of the thinking of teachers. We have, then, an outcome that practically nobody intends, a situation that would not be particularly upsetting were it not that practically everybody considers question asking on the part of teachers and children one of the most crucial means of maintaining interest, supporting curiosity, acquiring knowledge, and facilitating growth.

Hopefully, the outcome of my change from one kind of question asking to another will be increased interest, sustained curiosity, acquisition of knowledge, and a conducive environment for growth.

An emerging theme in Sarason's book demands that the introduction of a change into the school involves an existing regularity. His contention is that a change in programmatic regularity necessarily produces a change in behavioral regularity. The results of the adjustments made in the seating arrangement in my classroom seem to justify this contention. Listed below are the five resulting behavioral regularities which I consider to be positive outcomes of the change. My perspective is supported by Lawrence Kohlberg and Seymour Sarason.

1. In a semi-circle, with desks cleared, students must attempt to answer a given question or solve a particular problem. All desks are visible and it is obvious if a student is not participating. Lawrence Kohlberg, in his article, "Development as the Aim of Education", states:

The progressive ideology, in turn, derives from a functional or pragmatic epistemology which equates knowledge with neither inner experience nor outer sense-reality, but with an equilibrated or resolved relationship between an inquiring human actor and a problematic situation.

2. Since the questions require a written response from each student, rather than an oral reply, all must think. Again, Lawrence Kohlberg, in the same article states:

In the progressive view, this aim requires an educational environment that actively stimulates development through the presentation of resolvable but genuine problems or conflicts. For progressives, the organizing and developing force is the child's active thinking, and thinking is stimulated by the problematic, by cognitive conflict.

An anonymous comment from a student in my class regarding the semi-circle arrangement was, "You learn more this way."

3. This procedure provides for meaningful interaction between the teacher and student. Again, Kohlbert, in the same article states:

As an educational ideology, progressivism holds that education should nourish the child's natural interaction with a developing society or environment.

This is also a belief of Dewey's. Seymour B. Sarason includes, in his above mentioned book, a study by Schwebel on "Physical and Social Distancing in Teacher-Pupil Relationships". A quotation from this study on classroom seating follows:

...occupancy of seats in the front, in contrast to those in the middle and back, affects in a positive manner, the way in which pupils are perceived by their teachers and peers, the way in which pupils evaluate themselves, and the way in which they behave.

I hope that a semi-circle arrangement of seats will affect, in a positive manner, not only those who occupy seats in front but also those in the middle and back.

4. There is an atmosphere of activity in the classroom which stimulates usually passive observers to become involved participants. A conclusion from "Social Systems Research on Schools" is that students who have positive attitudes toward their classes are higher utilizers of their intelligence than those who are less attracted to their classes.

5. Individual needs are better met. Different interpretations can be made of this behavioral regularity. One is that the non-verbal members of the class are motivated to participate. Another is that all students are allowed to make mistakes without fear of ridicule or embarrassment. Most important of all is that the teacher is able to identify those students who will not meet the goals of the lesson, and who need assistance in this endeavor. Anonymous comments from students in my class regarding the change support my contention that individual needs are better met:

"The teacher can help you more."
"The class is together."
"When you give out those papers, you can come around easier and help each person with his mistakes."
"Some people were afraid to ask for help."
"You don't feel left out."

Two conclusions from "Social Systems Research on Schools" also apply to this regularity: A high level of isolation from the teacher correlates with a high level of dissatisfaction with the school; a high level of dissatisfaction with school correlates with low self-esteem.

Small Groups as a Teaching Strategy

Ronald Hidenfelter

The attendance in General Math 1 seventh hour was atrocious. Class cuts were increasing daily. It was time for me to evaluate the situation. Was it merely the subject itself, or was there a need to change the traditional approach that was boring so many students?

The situation needed improvement. Much time and tought would go into devising a new approach to teaching an old subject. Many questions would have to be answered. Where does one begin? It was 1:15 p.m., the last period of the day. The feeling was one of unrest and displeasure.

The traditional approach called for immediate attendance taking. Following was the same daily routine. First we would check homework papers. This would be done both orally and visually (by students at the board). Homework was then collected and credit given to all students who completed the assignment. The second part of my lesson was titled "new material". This was done in lecture form and then explained at the blackboard. At this time I would answer any and all questions. Lastly, I would give an assignment allowing students to begin immediately and to complete as homework. A test would be given to all students at the same time upon completion of the chapter. There was no talking allowed; all student questions were directed to the teacher.

The New Approach would involve much more student participation--pupils teaching pupils. A variety of methods, materials, and approaches were used. It would, hopefully, create a desire from students to learn. Interaction between kids and different things would all be taking place at the same time. Noisier, yes, but who the hell ever said learning must be a quiet process. After all, many of my best students tell me they learn more with the radio, television, and telephone all on at the same time. My New Approach would be built around the small group concept:

1. Students would group themselves.
2. Each group would work on a different topic.
3. Students teach others within their own group.
4. Groups may change daily according to students' interests.
5. Bulk of materials and aids to bring about a variety of methods to teaching the same concept.
6. Teacher would move from group to group upon request.

Analysis

Traditionally, students sat quietly with desks in order. Questions were asked by raising one's hand. Everyone was expected to move at the same pace, not providing for "individual differences". Materials consisted of

paper, textbooks, and use of the blackboard. Homework was passed in daily. Slow students were often discouraged and unhappy; good pupils became bored and turned-off.

The New Approach created a much more relaxed atmosphere for learning (informal). Desks and chairs would be moved about. The decibel level would be higher and students might even be roaming from group to group. It allowed students several alterantives to the same topic. A bulk of materials was readily available for students to strengthen their basics (texts, workbooks, puzzles, games, calculators, mimeo sheets, notebooks and student folders, and individualized work packets). It allowed for interaction and communication between students. Better pupils could now move rapidly along (no longer bored) while slower students could take their time and reinforce basic concepts. Much more responsibility was given to each person, and they began to feel important, helping others. Testing was done when each individual felt he or she was ready and completed the course topic. It provided absentee students a sense of belonging. They were able to join right in after returning. Such a person would begin with the slower group and move according to his own pace.

Evaluation

For the majority of students the program was most successful. The goals outlined were realistic and achieved. There were, however, a couple of students who preferred the traditional approach. They said they wanted to be told every day what to do, how to do it, and when it was due.

The variety of materials and interaction between students minimized class cutting. Final exam marks were higher than other years. On the whole, I do feel it was a successful program, and I intend to implement it again in the latter part of this school year.

Experimenting with Form: Individual and Group Learning

Dorothy McIntire

This article concerns the changes made in classrooms that were originally taught in the traditional style. "In the traditional style, the teacher leads the class instruction and discussion. All of the students in the class are doing the same thing at the same time." The students are seated in rows facing the front of the room. The teacher is there at the desk or podium leading the class.

There was an urgent need for change in these two particular classes, Fundamentals of Business and Business Machines, because in my opinion the traditional way was inadequate for many reasons.

I shall illustrate the three styles of learning that I adopted for the classes and will explain how the classes became more effective for the learner because of the changes in contrast to the traditional style.

Business Machines Course

The new style I chose for this class was the individualized style. The reason was that some of the students had adequate mathematical skill to work on the calculator while others needed help in different degrees with decimals and percentages. Some students worked at a faster pace than others, because of the fact of rapid dexterity. Some had more typing courses than others, which allowed them to go at a more rapid pace when given the dictaphone with which to work. Others had better spelling and grammar skills which allowed their faster turn-out of letters and memos with the dictaphone. It was impossible to keep everyone on the same page at the same time because of these and other factors. On top of those mentioned factors, there was the additional problem of machine break-down making them inoperable until the repairman arrived a month later. The individualized method seemed to be the only answer.

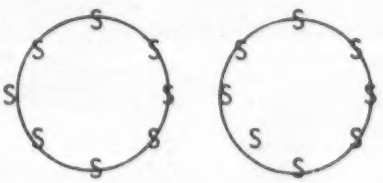
On the following page is a comparison of the traditional method and individualized method for this course.

TRADITIONAL	INDIVIDUALIZED
Programmatic Regularity	Programmatic Regularity
Learning the use of seven different machines in this class. →	Each student going at own pace.
Students going at the same pace.	Teacher encourages student to call for assistance when needed. (It takes about 2 weeks for students to feel comfortable about this.)
	Teacher easily spotting pupil who is stumped.
Behavioral Regularities	Behavioral Regularities
Frustration for teacher and students.	Lack of frustration.
Confusion.	Peer interaction.
Slower students rushing to keep up.	Feeling of accomplishment.
Waste of time for faster students.	Worthwhile interaction between the teacher and individual student.
	Pleasant and congenial class atmosphere.
Classroom Organization	Classroom Organization
Teacher ↓ Students	Teacher ↔ Student

Fundamentals of Business Course

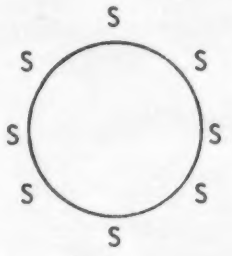
I now use two styles of learning in the Fundamentals of Business course. The first I worked on was grouping. It is by far a more superior type of learning environment for the student in contrast to the traditional style. The traditional style encouraged boredom, day-dreaming, and a non-learning setting for a great many of the mostly 9th graders in the class. With the grouping style, the students become involved with their peers in the discussion of relative problems. Jack Hruska and Walter Popper's books on the humanistic side of many aspects of business are utilized in

the groups. Often, the students will become involved in role playing within their groups to better "feel" what they are discussing and learning. It is a case of brining the "real" business world and all its aspects into the classroom where the young students have an opportunity to learn the basic facts of business and, hopefully, will acquire a better understanding of how the "outside" world runs. The grouping, in my opinion, accomplishes this.

TRADITIONAL	GROUPING
Programmatic Regularity	Programmatic Regularity
Lecture.	Humanistic side of work texts.
Ask questions of students, get back answers.	Newspapers.
Use of one text and workbook.	Current business magazines.
Fundamentals of Business →	Teacher as resource.
	Role playing.
Behavioral Regularities	Behavioral Regularities
Boredom.	Relevance.
Day-dreaming.	Better understanding of subject.
Not relevant to their world.	Learning going on.
	Happier class.
	Slower students learning from quicker students.
Classroom Organization	Classroom Organization
Teacher ↓ Students	

The second approach to learning I now use in my Fundamentals of Business class is the use of the circle. For some reason, it has taken me some

time to get up the courage to use this in my class; yet, I, myself, have always enjoyed being in a class that is held in a circle. I began this a few weeks ago and use it now whenever I have the students reporting back to their classmates. For example: We were working on consumerism and what the consumer can find out about a product by reading the label or tag. I asked the students to bring into class a can label and report to the class what could be learned about the product. We were also able to do some comparisons on pricing because three students brought in the same name product at three different prices. This particular class was so great that it encouraged me to continue with this approach for reports for many reasons: they listened respectfully to each other, no one appeared embarrassed by speaking from their seating position, and a great deal was learned. It was a most pleasant class.

TRADITIONAL	CIRCLE
Programmatic Regularity Teacher calling on each student to stand in the front of the class to give a report.	Programmatic Regularity Formation of a "social" circle. Sitting while reporting. Teacher as stimulator of questions or drawing together of similarities or differences.
Behavioral Regularities Nervousness and anxiety. Embarrassment at everyone looking at them as they stood in the front of the room which was unfamiliar territory.	Behavioral Regularities A feeling of being on "equal ground" equality. Less nervousness; more relaxed class. Respectful listening; much learning.
Classroom Organization Teacher ↓ Student ↓ Students	Classroom Organization 

Summary

I believe that the curriculum and socialization with regard to these three changes are student-need based. With reference to the individualization of the Business Machines class, what is good for the particular student is the norm. I do, however, try as much as possible to incorporate particularism in the Fundamentals of Business class. In that class, I stress affective education along with the basic aspects of business to make their learning as "real" as possible.

These techniques, I am hopeful, will help the student to know who he is and how he feels about himself in respect to many aspects of the business world with which he will eventually come in contact.

The grouping, especially using the material from Jack Hruska's and Walter Popper's manuals, allows for questioning so that the students may see the differences about themselves and their environment. It brings them into the real world of business.

The student may better understand himself by understanding what he can do well giving him a sense of worth. In these situations of change, the teacher has more opportunity to praise each individual adolescent's work creating the opportunity for the student to feel some worth for himself.

These changes break down the role-domination in the classroom and allow for more informality and spontaniety. A more democratic atmosphere is created allowing the teacher and students to be closer for more effective interactions.

From Regimentation to Flexibility in Teaching

Charles Houghton

Three years ago I had a small, well-adjusted 9th grade general mathematics class. There were only eighteen students in the class and not a problem student among them. Several other teachers and myself thought we might like to try something different. Several students with attendance problems were handpicked and placed in this normal mathematics class. The results were predictable. These new students continued to be truant of just plain "cut class".

Most of these students just refused to work at all. There were some days that not a single one would report to class. Even the well-adjusted student began testing me.

Obviously, this method of placing the special needs students in existing classes would not work out. So we decided to devise a new approach. Several of us got together and began planning a pilot class for the following year. There were several things to consider. We had to decide what type of student we were looking for, and what type of curriculum to use in dealing with these students.

The students were to be the ones whose attendance record looked like a professional bowler's score card; just loaded with black marks of one kind or another. The average student would have been out of school 70%-95% of the time.

The curriculum was to be as flexible as possible, giving each student the kind of attention required to make him interested in coming to school.

The one single key to the success of this project was to be a strong personal relationship between the teacher and the student: a feeling of respect and love.

After a year with this program, I felt an even stronger need to be with this type of youngster. After teaching all kinds of mathematics classes for the last fourteen years, I really felt something happen to me as well. It is difficult to explain the feeling that grew between myself and these children. Even after a year had passed, these students would go out of their way to say "hello" or just to let me know they were still here. Their attendance improved drastically. Some went from 180 days absent to "only" 40 days. Believe me, this is a tremendous improvement.

Now we have completed our second year with this humanistic approach, and the results are the same: "outstanding"!

In addition to teaching this group that one might say is at the bottom of the academic ladder, I also teach the senior honors mathematics class. These are obviously students whose records of attendance is just the opposite.

This year I decided to try this approach with them, modified slightly. I was not concerned about the attendance, but I wanted to try to be flexible in their daily work load.

When a new topic began, I informed them of their responsibilities. Just what material they would be responsible for and when the topic would be completed. After that point there would be no classroom lectures. They would be completely on their own. If they so decided, they could complete all the work or do nothing. It was a gamble, but it paid off. All of the students greeted it eagerly. The worked at their own pace and completed all responsibilities.

Some of the students had to struggle to finish all the work, and felt as though they comprehended the material. Others were able to master the material with a minimum amount of work. These students then were able to assist the slower students with their work. The only time I helped was when a student requested it, and then only after all avenues had previously been attempted. Because of this, more material was being covered in a time block.

Outside readings and research projects were assigned. Also, additional material on topics not covered in class were assigned. As a result of this experiment, more topics were covered, the tests were just as difficult as with the lectures, and the resulting grades were just as high.

Instead of a teacher-class relationship, a teacher-student relationship developed. I was able to become more acquainted with each student and acquired a different insight into each student and his needs.

Instead of Memorizing: "Acid Rummy"

Deidre Loughlin

"Acid Rummy" is a motivational device to be utilized with youngsters who have difficulty being stimulated with the usual teaching materials in Chemistry which depend on memorization. This device has been utilized successfully with undermotivated students and has made the learning of acids fun and enjoyable.

The deck of cards is a teacher-made device using durable materials. The cards can be cut into rectangles 2" wide by 3" long. Each card is a chemical symbol representing an element. The deck must include all elements necessary to make all the acids studied by the class. The number of cards in the deck is determined by the number of acids studied by the class.

For purpose of instruction, the teacher should provide a copy of all acids taught in the unit and a copy of the "Acid Rummy" directions.

After several plays of the game, the acid formula sheet should be removed. The game continues with the students understanding the correct formulas for the acids.

This teaching device can be used also to learn the chemical symbols, the bases, the salts, the hydrocarbons, and many other compounds.

Directions for making the Acid Rummy deck of cards:

1. Make 92 cards 2" wide by 3" long.
2. Write the symbol for each element used to form all acids.

ELEMENTS	SYMBOLS	NUMBER OF CARDS
Hydrogen	H	32
Chlorine	Cl	5
Flourine	F	1
Bromine	Br	2
Iodine	I	1
Sulfur	S	3
Carbon	C	3
Oxygen	O	40
Nitrogen	N	2
Phosphorous	P	2
Aluminum	Al	1
		92

"Acid Rummy" Directions:

1. 4-6 players are necessary.

2. Each player takes a turn as the dealer.

3. 10 cards are dealt to each player face down.

4. The remaining cards are left in a stack face down in the center of the table.

5. The top card of the stack is turned face up and placed to the side of the "face down" stack. This card is the first card of the "discard" stack.

6. The player to the left of the dealer takes the first turn.

7. Each player has a choice of either drawing one card from the "face down" stack or picking up a card from the "discard" stack. If the player chooses a card from the "discard" stack, he/she must be able to show the other players how the card will be used to form an acid, which he/she must place in front of him on the table. If a player picks up more than one card from the "discard" stack, the bottom card must be used to form an acid, which the player places in front of him on the table.

8. Each player must discard one card after his/her play face up on the "discard" stack.

9. A player can go out of the game by completing acids with the cards in his/her hand plus having one final card to throw on the "discard" stack. This play is called Acid Rummy!

10. Each acid has a point value made up of the number of atoms in the acid. When the player says, "Acid Rummy", all other players must stop.

11 Each player must subtract the number of points equal to the number of cards in their hand from the total points of the acids they have formed on the table.

12. Acid Rummy continues until one player reaches 50 points. This player wins the game!

A List of Common Acids for "Acid Rummy"

FORMULAS	NAMES	POINTS
HCl	Hydrochloric acid	2
HF	Hydrofluoric acid	2
HBr	Hydrobromic acid	2
HI	Hydroiodic acid	2
H_2S	Hydrosulfuric acid	3
$HC_2H_3O_2$	Acetic acid	8
HNO_2	Nitrous acid	4
HNO_3	Nitric acid	5
H_2CO_3	Carbonic acid	6
HClO	Hypochlorous acid	3
$HClO_2$	Chlorous acid	4
$HClO_3$	Chloric acid	5
$HClO_4$	Perchloric acid	6
H_3PO_3	Phosphorous acid	7
H_3PO_4	Phosphoric acid	8
H_2SO_3	Sulfurous acid	6
H_2SO_4	Sulfuric acid	7
$HBrO_3$	Bromic acid	5
H_3AlO_3	Aluminic acid	7
		92

We, of the Teacher Corps Staff, thank you for your help in creating this Sourcebook and for your continual involvement in seeking ways to improve education for the students you teach. We hope the Sourcebook will serve as a constant reminder of our work together over the past three years, of our struggles and our triumphs in showing that South High School teachers care about what they do and are capable of doing extraordinary things!

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